

JUNIOR HIGH SCHOOL CURRICULUM GUIDE

for

SOCIAL STUDIES

(Interim)

PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION
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A C K N O W L E D G E M E N T

The Department of Education acknowledges with appreciation the contribution of members of various subcommittees on social studies to the preparation of this Junior High School Curriculum Guide for Social Studies.

In this edition the material from the Grade VII outline of 1966 plus the Grade VIII and IX Social Studies also printed in 1966 have been combined. The edition is interim.

N O T E

This curriculum guide has been prepared by the Department of Education as a service bulletin for teachers. The Program of Studies for Junior High Schools contains the official statement concerning the course and the decision, therefore, to use all or any part of this guide is a matter of personal preference.



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I THE JUNIOR HIGH SCHOOL COURSE AND THE TOTAL PROGRAM

"The general objective of social education is to develop citizens who (1) understand our changing society; (2) possess a sound framework of values and ideals which indicate what ought to be; set goals for the individual and give a direction to his action; and (3) have the necessary competence--skills and abilities--to participate in group living in such ways as to make changes in the direction of the desired values and ideals."*

In the Unit Outlines of this book the suggested specific objectives are side by side with the grid for each unit. Before teaching a unit of work the teacher has always ensured that he is thoroughly acquainted with its content. IT IS EQUALLY IMPORTANT THAT THE TEACHER SHOULD KNOW WELL THE OBJECTIVES TO BE ACHIEVED, and that he realizes more and more clearly that learning is a dynamic process affecting the whole personality.

A word of warning may be timely here. In those objectives that deal with understandings, it might appear logical to put the generalizations before the pupils to assure their grasp of these. But this would defeat the very purpose of the inquiry approach. The generalizations are TO BE DEDUCED FROM THE CONTENT and thus give a rich and meaningful experience in critical thinking. Children in the junior high school need much help in the form of thought-provoking questions in order to be able to draw reasonable conclusions, but as they advance from one unit of work to the next, their ability to do so should be increased.

Continuity and logical order are important if one is to achieve the desired objectives and, at the same time, avoid a mere dull repetition of subject matter. The scope and sequence pattern is designed to do this by providing different fields of experience for the work of each succeeding school year. The objectives are repeated against this changing background so that the acquisition of generalizations, skills, abilities, and attitudes is assured.

The scope and sequence pattern appears first in the Enterprise for the elementary school. It continues as the framework of the Social Studies program throughout the junior and senior high school grades. Thus, within the area of problems arising from universal

* Quillen and Hanna, EDUCATION FOR SOCIAL COMPETENCE, Scott, Foresman and Company, p.55.

human needs, themes are selected and arranged in terms of child interest and comprehension. The scope and sequence pattern for Social Studies in each of the twelve grades illustrates this statement.

In order to fulfil the purpose of the scope and sequence pattern all units of a year's work should be studied. The suggested times for the various units of the junior high school program outlined here may be exceeded to meet particular needs and objectives.

An examination of the scope and sequence chart will show that the content of the Grade VII course is concerned, as in the previous program, with Canada and Canadians. This material lends itself admirably to the pursuit of the immediate interests of the pupil--himself and his environment. In the elementary school grades the study of broad aspects of the Canadian story has paved the way for this more specific approach. The child is now ready to inquire into Canada's unique position--a country of large resources, small population, dual heritage--and to examine the problems arising out of these conditions. The study will, in turn, lay the foundation for a consideration later on of the modern problems of other countries and Canada's place among the nations of the world. (See Scope and Sequence Chart.) In Grade VIII the pupil is still interested in himself and his environment, but the latter has expanded to include more distant scenes and peoples. His broadening interests are met through the intensive study of the Commonwealth of which he is a part. In Grade IX, the Social Studies course includes other regions, particularly the Western World, in which Canada plays an increasingly important role. The studies to be carried on in the third year of junior high school are designed to help the pupil to appreciate Canada's place in the world and her relationships with neighbors within the Western World. This study should further stimulate the pupil's interest so that he will be constantly alert to the significance of geographical factors and social events and relationships.

CURRENT EVENTS

No specific reference is made in the grid outlines to current affairs. However, it is intended that PERTINENT CURRENT EVENTS WILL FORM AN INTEGRAL PART OF SOCIAL STUDIES. This can be achieved in a natural way in each unit of the three grades since our point of departure is the present and what happens today will be history tomorrow. Again, direction is needed if good use is to be made of current affairs or news. In Grade VII it seems advisable to introduce NEWS WHICH IS CLOSELY RELATED TO THE UNIT OF STUDY. When Unit I is studied in September, crop reports are found in the newspaper.

The study of Unit II will be enlivened by news concerning old and new industries. In fact, news pertinent to each unit will be available.

Similarly, In Grade VIII the emphasis will be placed on news related to the unit being studied. The nature of the course, Canada and its relations within the Commonwealth, will provide a desirable progression towards the interest in world events which the scope of the Grade IX program demands. It may be advisable in Grade IX to place more emphasis on the study of current affairs. This would carry the student beyond the study of current events pertinent only to the unit. For example it should be noted that there is no reference to the United Nations in the grid outlines of the Grade IX course. Since the activities of this organization are persistently in the news, the class would want to know more about its history and structure. The teacher might devote several lessons to explain the United Nations in TERMS THAT THE CLASS CAN UNDERSTAND. Thus, one or two lessons about the United Nations would be followed by a searching of the news on the part of pupils and the gathering and discussion of items relating to its activities. In the same way formal lessons would prepare the way for a sustained interest in world trade conferences. In regard to the use of press clippings, the teacher may set the pace by occasionally posting an item on the bulletin board, or there may be a news committee of which the teacher is a member. The whole class will soon be on the alert to find news which has a bearing on the work in hand, and the personnel of the committee may be changed frequently. This method does not preclude a weekly discussion period to deal with outstanding events concerning ourselves, our neighbors, or the world. It merely ensures that during the years following junior high school the pupil's interest in current affairs will gradually move in broader and deeper channels and that diffusion of interest will be accompanied by discrimination.

In current events discussions it will be well to keep three general objectives in mind. Important current events should be discussed with historical background even if the topics of this course do not include the needed historical approach. Significant events which affect the lives of large groups of people, rather than trivial incidents, should form the basis of the discussions. Finally, a study of maps should be part of this work--to find the places named in the news, and to provide a more intelligent basis for their consideration:

REFERENCES-- World Affairs
 Junior Scholastic

II TECHNIQUES

Of all subjects in the junior high school, social studies seems to present the greatest difficulty to teachers in the matter of techniques. For the guidance of the young teacher and the experienced teacher who still expresses concern with his techniques in social studies, the following suggestions may be of value. It must be emphasized that these techniques are suggestive and in no sense authoritative and exhaustive. They have been tested in classroom situations and are in line with the underlying philosophy of the course. Nevertheless, the versatile teacher will develop techniques adapted to the class or to his own viewpoints which may be substantially different from those outlined. ANY TECHNIQUE NEEDS TO BE REVIEWED AND EVALUATED FREQUENTLY in terms of the objectives of the course. Teachers are urged to study objectives carefully as the best means towards professional growth in the field of social studies.

ORGANIZING A UNIT--THE OVERVIEW

At the beginning of each problem the teacher and class should spend from three to six periods on an overview of the complete unit (the words "problem" and "unit of work" are used inter-changeably). During these periods the teacher's objectives should be:

- (1) to make an inventory of knowledge that the class already possesses about the unit;
- (2) to relate the problem to the main theme and to current affairs,
- (3) to develop a bird's-eye view of the complete scope of the problem, and
- (4) to plan a method of attack.

The usual procedure is that of teacher-directed discussion lessons. At the end of the overview one might reasonably expect a child to know the broad outlines of the problem, its significance in our world of today, and the proposed method of development.

The type of overview is, of course, dependent on the size of the class and the nature of the classroom. With reasonably large classes in graded rooms the overview might be developed in full detail on the blackboard. Through pupil-teacher planning, the scope of the unit could be developed. In the smaller classes of the rural school the overview, though no less important, may be less extensive.

Since a unit of work is never wholly new, a variation from the traditional types of introduction may be achieved through the use of a comprehensive quiz. The questions should be designed so that short answers will suffice and interest in the study of the unit will be aroused. In other words, the child will experience satisfaction from the opportunity to use knowledge which he already possesses and his curiosity will be stimulated with regard to information which he lacks.

TOPICS FOR PUPIL INVESTIGATION

Possible topics or problems for pupil investigation will probably arise from the overview. The teacher may invite the class to suggest topics and will suggest topics himself, all of which should be listed for choice when committees have been organized. A few guiding principles will assist the teacher in getting the right type of investigative problems. The Suggested Activities which form part of the grid for each unit in Part III will also be of assistance here. TOPICS SHOULD BE CLEAR CUT AND DEFINITE IN SCOPE; they should not involve too extensive a survey. Further, THEIR CHOICE SHOULD BE DICTATED BY AVAILABLE SOURCE MATERIAL. There is little point in assigning a topic about which the only written information available is in the pupils' textbooks.

COMMITTEE WORK--ORGANIZATION AND EXTENT

The next step in the development of a problem is the organization of pupil committees. The formality of this procedure depends on the size of the class. With a group of three or four, the whole class may constitute a committee; in larger groups such matters as leadership, personnel, size, must be considered. (Experience would indicate that the best committee size is from three to five pupils.) Each committee should have a chairman and a secretary. These committee officials may be teacher-appointed or pupil-elected; grouping of children in committees should be handled similarly. It seems advisable to change leadership with each problem and to regroup committees occasionally. In large classes committee personnel will rarely continue the same. A certain freedom in choice of topic or investigative program is recommended for each committee.

Generally speaking a small class with one or two committees (six to eight pupils) should not attempt more than one or two topics for committee investigation throughout the entire scope of the problem. Frequently teachers of small groups attempt to do as many committee topics as would be done with larger classes. This means too much research with its resulting ineffective reporting and confusion of thought.

With larger classes there is a corresponding increase in the total number of pupil reports. A class of twenty pupils with six committees might report on six topics throughout the scope of the problem. Very rarely, as far as Grade VII and VIII courses are concerned, should any committee be asked to report more than once in the unit. Those topics not covered by pupil investigation and reporting, become, as has been suggested, the direct responsibility of the teacher.

PREPARATION OF REPORTS

Following the organization of committees and the choice of reports comes THE PERIOD OF PLANNING, READING, AND CO-ORDINATION OF MATERIAL. The division of a topic into its component parts may well be discussed by the class as a whole at first. Through such discussion during the course of the Grade VII program the pupils will see that there is a basic pattern for a report of a certain type. Following the preparatory discussion all the members in the committee will engage in the work of finding information. This will insure that each member of the committee will have a background of general knowledge about his topic. Then one or two committee meetings will suffice for the allocation of responsibility. The teacher should sit in with each committee at this stage, offering any necessary suggestions. That the teacher is a member of each committee cannot be too frequently emphasized. Guidance in accordance with the abilities of the group must be given. THE TEACHER MUST ACCEPT RESPONSIBILITY WITH THE REST OF THE COMMITTEE FOR THE SUCCESS OR FAILURE OF THE WORK UNDERTAKEN.

After the planning meetings, the pupils commence research for information relevant to the topic or problem of the committee. In graded classrooms a few of the regular social studies periods may be devoted to this research phase. However, if the supply of source material does not warrant this arrangement, one or two committees may carry on research while the rest of the class devotes its time to the preparation of maps or other preliminary work pertinent to the problem. In small classes research reading should be done in the work periods so liberally available in rural schools. The success of these periods is directly dependent on two factors: supply of source material, and organization to facilitate the search for information. The better the library the more abundant are the opportunities for research. Even with an adequate library, however, the teacher must be prepared to assist pupils in their survey reading. This presupposes a knowledge of the books on his part, as well as the ability to give definite directions for securing information. In larger classes, teachers find a card index system with reference lists of material on various topics of great value. GOOD LIBRARY PRACTICE IS ESSENTIAL.

A child should be encouraged to read as widely on his particular phase of the research problem as possible. Too frequently children take from the first book they read information which, in their opinion, is adequate as an answer to the problem. Part of the value in this work is that of checking one source of information against another, the objective being to develop a habit of reading the printed word with critical appraisal. Such questions as these are pertinent: What is the source of this information? What does this author say of this? How does this fact or opinion check with the one expressed here? Children should be encouraged to evaluate what they read in terms of its validity and bias. It is not suggested that judgments will be of a particularly high quality; all that one expects is the establishment of a certain discriminating quality in reading. With the quantities of printed information in the world today, much of it intended to plead special causes, it would seem that FORMING HABITS FOR THE CRITICAL APPRAISAL OF WRITTEN MATERIAL IS ESSENTIAL TRAINING FOR EFFECTIVE CITIZENSHIP.

Certain skills are basic to success in research. Teachers of social studies who find their classes unable to find information, or to read it intelligently when discovered, should consider it their duty to give the requisite training for improvement. The ability to use indexes, for instance, is indispensable. Further, the research involved in social studies requires specific types of reading skills. Pupils should be able to scan a page quickly for pertinent information; they should be capable of determining the central thought and the general meaning of a paragraph and occasionally be prepared to read for detailed information. Many classes require intensive courses in remedial reading to assure success in their social studies. This does not imply that the research technique is at fault; rather a teaching problem is presented which must be solved before such a technique can be wholly effective.

Allied with the requisite skill of reading is that of expression. Too frequently children copy material verbatim from source books with no attempt at selection. Special training is required in summarizing material and in co-ordinating information from various sources into a piece of effective expression.

Following these periods of research reading, the committees must meet again to draw together the information they have gathered to prepare in final form some type of committee report, to check on illustrative material and to determine the method of delivery. Small classes may do this quite informally during

the period of research; larger classes will require special opportunities for these committee meetings. Here again the teacher must lend his assistance in the co-ordination of material. The success of a report is frequently determined by what is omitted rather than what is included. Children are inclined to embody all types of information whether pertinent or not, and frequently the contributions of various members may overlap. Judgment is required in eliminating material. Such decisions should be arrived at through committee discussion.

Experience would indicate the following suggestions to be significant in building good reports. No report should take longer than ten minutes to deliver; terse and pointed reports are generally more effective for teaching purposes. The booklet is a useful device as a final form for the committee's efforts. These booklets may include an attractive cover, a title page with the membership of the committee indicated, the body of the report either typewritten or in long-hand, pictures relevant to the topic, and a bibliography of the books consulted. The booklet has the advantage of serving both as a culmination of the group's activity and as a source of material for the other members of the class. The best of these may become part of a pamphlet library in the classroom, or they may be used as models for succeeding classes. ILLUSTRATIVE MATERIALS SUCH AS CHARTS, PICTURES, DIAGRAMS, ETC., ENHANCE THE VALUE OF A REPORT, making it more pointed and vivid.

The actual experience of delivering the report is very important from the point of view of the individual pupil. Planning, through discussion, of desirable ways of making the delivery of the report easy and effective is essential. To strike a happy balance between reporting which sounds like a piece of memorization and that which is merely an exercise in oral reading is the aim which should be kept in view. Here again an important factor will be the use of forms of expression which the pupil clearly understands.

DELIVERY OF REPORTS

After the committees have spent from five to eight days in the preparation of their surveys, the period of reporting commences. Generally speaking, a full period should be devoted to the report of one committee. Here again the teacher must be prepared to supplement material and to direct discussion at the end of each presentation.

The delivery of a report presupposes an audience, a factor presenting a real problem for small classes. There is no reason, however, why Division II, in the rural school, may not be invited to serve as an audience when the membership in Junior High School

is limited to three or four pupils. Children should have the experience of delivering reports if at all feasible. The successful report is not read. The pupil should be able to give an oral report with the aid of a few notes. In fact ALL THE RULES IMPLICIT IN GOOD ORAL EXPRESSION ARE APPLICABLE. This type of training to a considerable extent has taken the place of what was hitherto known as oral composition.

The presentation of the entire project usually produces the best results. One effective method of group delivery is to seat the committee around a table at the front of the room with the chairman in charge. Illustrative material should be placed on a bulletin board accessible to the reporting group. The chairman then calls on each committee member in turn for his contribution to the panel. The summary or outline of the report may have been placed on the blackboard previously. At the end of the report there should be an opportunity for questioning from the class with the chairman still in charge. Committees should be encouraged to prepare little tests on the material delivered. The class is expected to give its full attention during the delivery, to make brief notes and to participate in discussion following it. The audience must be held responsible for some knowledge of the information embodied in the report. Further, the class may be asked to evaluate the effectiveness of the report with respect to its preparation and presentation. The committee or the teacher may well give outlines but NEVER DICTATE NOTES. Each member of the class should be expected to write a brief summary of the main points in his loose-leaf notebook. A very effective method of improving oral presentations such as reports, oral panels, open forums, and class discussions is the previous selection of a committee whose particular responsibility it will be to note all errors and report on them AT THE CONCLUSION. The role of the teacher in CLARIFYING AND SUMMARIZING INFORMATION IS AGAIN STRESSED.

NOTES AND NOTEBOOKS

Pupils must be TAUGHT how to make notes. The notebook should be the pupil's own record of his year's work. The notebook should contain carefully written and corrected essays, summaries of reading and reports, news, definitions, vocabularies, cartoons, maps, precis of forums, debates, and panel discussions.

Although some over-conscientious pupils spend too much time making beautiful notebooks, a good notebook is very valuable for review purposes.

INDIVIDUAL DIFFERENCES

Teachers frequently complain that all members of a committee do not contribute equally in effort and that often the report is the work of one student only. It should be recognized that in every committee pupils will vary in ability and industry. Group activity should meet individual differences to the extent that each member contributes according to his capacity. A child, for instance, with a flair for art might elect to organize the illustrative material; another might make the booklet and do the typing. The teacher must bear in mind, however, that all children ought to be encouraged to do some survey reading. To repeat, the teacher as a member of each committee must be prepared to see that every child participates in the work of his committee to the fullest degree of his ability. For students possessing exceptional ability, more extensive and intensive investigation and more creative thinking and doing should be encouraged. These are the potential leaders of society.

FUNCTION OF THE TEACHER

Reference has been made throughout the above paragraphs to the part played by the teacher in the development of the problem. As suggested, he must introduce the problem through the overview, and participate actively in the planning and execution of each committee project. At the end of the delivered report the teacher should be prepared to direct discussion on the topic dealt with and to ADD ANY ADDITIONAL INFORMATION that seems pertinent. He may even find it necessary if the report has not been particularly effective to RETEACH THE TOPIC COMPLETELY.

Regardless of the size of the class, the teacher will need to do a substantial amount of formal teaching of the problem. The details of the problem not dealt with by pupil investigation must be taught, and this teaching goes on while the research is in progress. There is need, as well, for FREQUENT REVIEWS of accumulated information and for frequent discussions of the RELATIONSHIP OF THIS INFORMATION TO THE MAIN PROBLEM.

Practice or purposeful drill directed by the teacher is necessary to ensure a better grasp and firmer retention of information, and to assist children to form good study habits. Although learning should be interesting in that children should work happily and enthusiastically, it cannot necessarily be easy; therefore practice or drill must have a prominent place in the program.

Pupils should keep graphs of their own progress as measured by their accomplishments in all phases of their social studies work. The weekly spelling practice, map work, and compositions in paragraph form may each be marked so as to provide a graphical chart of progress. The pupils should take an increasing responsibility for their own progress.

How much pupil activity there should be in dealing with a problem occasions concern for many teachers. Classroom practice ranges from none to a complete development by pupil reporting. Either extreme seems undesirable. The proportion of teacher to pupil activity should be determined by such factors as the size of the class, the nature of the problem, and the ability of the class in the basic skills in reading and expression.

It is very difficult to set down exact percentages of the social studies time used for each type of procedure--formal teaching, socialized procedures, testing, etc. Successful teachers probably approximate the following:

Formal teaching-----	50%
When it is desirable to motivate a new unit.	
When material is unobtainable.	
When material is too difficult for the child's reading level.	
When teaching a needed skill.	
When reviewing or drilling.	
When summing up material.	
When the teacher has the personal background to add information that is not easily obtainable.	
When it is desirable to save time in order to cover a selected body of material.	
Socialized procedures, including--	
investigation	
reporting	
class discussions	
panel discussions	
open forums	
debates	
field trips -----	40%
Testing-----	10%

DEVELOPMENT OF CRITICAL THINKING-- THE OPEN FORUM AND CLASS DISCUSSIONS

Despite their immaturity, their lack of comprehensive knowledge, and the complexity of social problems, pupils in Grade VII, VIII, and IX can be taught to recognize a problem, search for facts, form conclusions, and test their judgments. This is more difficult than in science because of the time factor, the impossibility of isolating the problem, the difficulty of securing accurate information, and all the factors of prejudice and misinterpretation. Nevertheless, pupils should develop the habit and the techniques of critical thinking. As their capacity for thinking increases so the quality of their thinking will improve.

The significance of the problems approach to social studies is seen when one considers training for the development of reflective thinking. The problem is presented, facts are sought, and conclusions are tested by various types of group discussion. Facts are undoubtedly of importance; without them no reliable thinking could take place. But the interpretation of facts is even more important and must be emphasized in the educative process. Hence the stress today on problems to be solved and fact gathering in terms of their solution. The emphasis falls on the "why" equally with the "what".

The importance of group discussion techniques is apparent when the testing of thought is considered. Probably the most useful of these techniques is the discussion lesson DIRECTED BY THE TEACHER. Hence the teacher who strives to be effective must develop a facility for questioning that will promote good group thinking. Skilful questioning is not often spontaneous. It is the result of careful planning, having in mind both the group and the objectives of the discussion. The teacher prepares such a lesson as carefully as one involving the formal presentation of factual material. With small groups this discussion period may be informal and not always confined to social studies periods. With large classes such periods form an integral part of the development of each problem.

The OPEN FORUM and the PANEL DISCUSSION are recommended group techniques. With the open forum the class as a whole participates under the chairmanship of a student. The panel discussion is usually confined to a group of three to six who develop the discussion before it is thrown open to the entire class. Suitable topics for forum discussions are suggested

in the grid. The best type of topic is one that develops from the problem and about which considerable information has been accumulated. Pupils' attention should be drawn to the many types of forums heard over the air, most of which are good examples of group thinking. Every effort should be made to have all sides of every question considered without prejudice and without taking sides.

We are primarily interested in developing a technique of critical thinking and in establishing habits productive of clear thought. The assumption is that the best way to learn to think well is by frequent and well directed exercise of the problem-solving process.

The teacher should take note that the advantages of the socialized procedures include:

1. training in leadership,
2. development of a spirit of co-operation,
3. encouragement of clear thinking,
4. provision for self-expression.

These advantages, unless the procedures are skilfully applied and are carefully controlled by the teacher, may be outweighed by the following disadvantages:

1. superficiality--lack of mastery of factual material,
2. desultory discussion,
3. futile off-the-subject discussion,
4. domination by a few assertive pupils.

III EVALUATION

Once a school has determined its objectives and has decided upon the means through which those objectives may be achieved, it must set up ways of ascertaining progress towards the chosen goals. The process of gathering and interpreting evidence of the changes in behavior of students as they progress through school is called evaluation. Here are some points to help clarify the concept of evaluation:

1. EVALUATION MUST BE IN TERMS OF OBJECTIVES. If the objective is the mere acquisition of information, then it would be reasonable to construct pencil and paper tests that would constitute the whole measurement program. In the junior high school social studies program the suggested specific objectives are much more comprehensive and therefore require varied techniques. These techniques are suggested by wording the goals in terms of pupil behavior.
2. EVALUATION INCLUDES ALL THE MEANS OF COLLECTING EVIDENCE ON PUPIL BEHAVIOR. Examples of these are given below:
 - (a) Pencil and paper tests of facts leading to generalizations evolved from the facts studied, of new facts which may be deduced from the generalizations attained. These tests might include both objective and essay type examinations.
 - (b) Oral tests which evaluate not only knowledge and understanding, but skill in oral presentation.
 - (c) Anecdotal records of pupil behavior in the classroom and on the playground. The teacher writes down evidence of pupil behavior which may be indicative of his attitudes. These notes are assembled under the pupil's name. On re-reading all these notes, the teacher acquires a more objective view of the pupil's behavior pattern.

(d) Time sampling. This is a technique whereby the teacher watches a student for a pre-determined period of time and records his behavior. It is of most value when the situation is not teacher-dominated, and when the pupil does not know that he is being observed.

(e) Autobiographies, diaries, essays, letters, poems. These give evidence not only of a pupil's skill in expression, but also of his attitudes, appreciations, originality, and creativeness.

3. EVALUATION IS MORE CONCERNED WITH THE GROWTH WHICH THE PUPIL HAS MADE THAN WITH COMPARING ONE PUPIL WITH THE OTHERS IN HIS CLASS OR THE CLASS WITH NATIONAL NORMS. Competition for "class standing" can only result in discouragement and frustration for the slow pupil, whereas the one that "stands first" may develop smugness, snobbishness, or indolence. Extrinsic motivation can be dangerous. On the other hand, with proper intrinsic motivation, each pupil should be working very close to his capacity.
4. EVALUATION IS A CONTINUOUS PROCESS. It should go on throughout each unit of work. No longer can the teacher afford to leave evaluation procedures until "the end of the month," or the "June examinations". Evaluation is an integral part of the teaching-learning process. Each new item of information about a pupil should result in a diagnosis of his difficulty and should suggest procedures for resolving his problem.
5. EVALUATION IS DESCRIPTIVE AS WELL AS QUANTITATIVE. Some aspects of pupil growth cannot be expressed in quantitative terms, but are nevertheless important. The teacher must be constantly alert to question the value or meaning of a quantitative score.
6. EVALUATION IS A CO-OPERATIVE PROCESS INVOLVING TEACHERS, PARENTS, AND PUPILS. Reports to parents should be frequent, comprehensive and honest. They should be followed by teacher-parent-pupil conferences, as often as time will allow. In departmentalized schools there should be staff conferences of all those teachers dealing with the pupil as need arises. Pupils should be encouraged to develop objective techniques of self-evaluation. An exercise which is to be submitted to the teacher should first be compared with a previous similar piece of work. In the case of a map, the pupil

will compare neatness and accuracy of detail. In the writing of a paragraph he will try to assess the strength of opening and concluding sentences and to determine whether or not he has achieved a desirable variety of sentence structure. The comments of the teacher on previous exercises will serve as a guide to the pupil in such self-evaluation.

7. A GOOD EVALUATION PROGRAM SHOULD LEAD TO:

- (a) Adaptation of the social studies program to the needs of the class and of the individuals in the class.
- (b) Closer relationship between home and school.
- (c) Greater emphasis on the attainment of specific objectives.
- (d) Better understanding of the objectives of the social studies on the part of the public.

REFERENCES FOR THE TEACHER

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S O C I A L S T U D I E S S E Q U E N C E

B Y G R A D E S

SCOPE FOR EACH TOPIC	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI
Problems arising from universal human needs which should serve to guide the development of any topic.	These grades might well use centres of interest from their reading program as enterprise topics. In addition studies might originate in science, health, and the social sciences.					
1. Getting and preparing food.	Our School Our Homes and Families The Spirit of Christmas Winter Fun The Farm, Circus or Zoo Animals and their Homes The City Story Book Friends and Their Homes	Autumn Community Helpers The Story of Christmas Men and Machines Spring (How Plants and Animals Get Ready for the summer) People and places from literature Travel	PRIMITIVE CULTURES One or more of: 1. Eskimos 2. Indians 3. Hot Desert Dwellers 4. Jungle Dwellers	PIONEER LIFE One or more of: 1. Red River Settlement 2. Child's Community, e.g., Calgary, Edmonton, Rocky Mountain House, etc. 3. Quebec	DISCOVERY AND EXPLORATION OF CANADA 1. Early Explorers 2. French Explorers 3. Western Explorers 4. Polar Explorers	LIFE IN THE PAST One or more of: 1. Ancient Egypt 2. Ancient Rome 3. Ancient Greece 4. The Middle Ages
2. Providing shelter.			COMMUNITY LIFE 1. A study of the child's community 2. Christmas Around the World	ALBERTA AT WORK Alberta Industries	CANADA AT WORK 1. Canadian Primary Industries or 2. Conservation in Canada	EUROPE AT WORK One or more of: 1. France 2. Germany 3. Sweden 4. Denmark 5. Italy
3. Providing clothing.			OVERCOMING THE OBSTACLES OF PHYSICAL ENVIRONMENT 1. Japan 2. Netherlands 3. Nile Valley or Indus Valley	LIFE IN MOUNTAIN REGIONS One or more of: 1. Switzerland 2. Norway 3. Mexico 4. Ceylon 5. Himalayan	LIFE ON THE PLAINS One or more of: 1. Argentina 2. Russia 3. China 4. Australia	LIFE IN COASTAL REGIONS One or more of: 1. West Indies or Fiji 2. Indonesia 3. New Zealand 4. Portugal
4. Transporting and communicating.			USING AND CONSERVING NATURAL WEALTH 1. Life on Ships 2. Story of commodities such as cotton, wool, leather, rubber, coffee	CONTRIBUTIONS OF SCIENTISTS AND INVENTORS TO TRAVEL AND COMMUNICATION 1. Travel 2. Communication	CONTRIBUTIONS OF SCIENTISTS TO HEALTH One or more of: 1. Ancient scientists 2. Renaissance scientists 3. Modern scientists	CONTRIBUTIONS OF SCIENCE TO SOCIAL PROGRESS IN CANADA AND UNITED STATES One or more of: 1. United States 2. St. Lawrence River 3. Columbia River Project 4. The Canadian-U.S. Northland
5. Guarding health, welfare and safety.						
6. Governing and protecting.						
7. Observing and conserving nature.						
8. Educating for adult duties and jobs.						
9. Enjoying recreation, play, and leisure.						
10. Expressing ideals through religion and art.						

MAJOR EMPHASIS ON

NOTE: Related current events will be part of the course in all grades.
FOUR TOPICS, ONE FROM EACH SECTION, COMPRISE A MINIMUM YEAR'S WORK.

N.B. (1) Sectional headings are not intended to serve as study topics
(2) The order of treatment of sections is entirely optional.

	Grade VII	Grade VIII	Grade IX	Grade X	Grade XI	Grade XII
	Development of Canadian Culture	Canada and the Commonwealth	Canada in the Western World	Ancient Civilization and Contemporary Life	Modern Background of Canadian Civilization	Multi-disciplinary Approach to World Problems and Values
SCOPE:						
1. Production and distribution of goods;	1. How living in Canada has been influenced by the physical environment	1. The geography of the Commonwealth	1. How environment affects living	1. The citizen and local government	1. Expansion of habitable and productive areas since the beginning of the modern age	1. Population and production
Transportation and communications	2. How opportunities for work have attracted many settlers	2. The problems and achievements of Commonwealth trade	2. How industrial expansion has led to labor and business organization	2. Consumer education	2. The effect of science on our economic life	
2. Institutions and social organizations	3. How our early pioneers established a Canadian nation and culture	3. Development of the Commonwealth	3. How American cultures were developed through European settlement	3. Our heritage from the past	3. Rise of nationalism; expansion of European empires	2. Political and economic systems
	4. How Western communities were settled and their culture developed	4. How Canadian institutions have been modelled on British institutions	4. How industry is affecting home and community living	4. & 5. Optional Options: Life in the middle ages Family living Aesthetic and cultural values Religion and ethics Contemporary world problems Development of western literature Ancient philosophy Education Development and nature of legal authority Ancient geography Development of science and technology	4. Development of our democratic institutions in Britain and the United States 5. Social enlightenment and reform	
3. Ideals and individual development	5. How Canadian communities direct their affairs democratically	5. How Britain developed a democratic government	5. How we carry on democratic government in Canada			3. Conflict and cooperation
		6. How British cultural influences on Canada have been modified by those of America	6. How our homes and communities provide for man's cultural needs		6. Background cultural and religious developments	

CHAPTER I

UNIT OUTLINES FOR GRADE SEVEN

The Development of Canadian Culture

UNIT ONE -- THE PHYSICAL ENVIRONMENT OF CANADA AND ITS PRIMARY INDUSTRIES

POINT OF VIEW

The teacher, to introduce this unit, may organize and present a general overview of Canadian regional geography with the pupils using their texts and atlases. Although for some pupils this will be a review of subject matter studied in Grades V or VI, the teacher of Grade VII should not assume that all pupils will have sufficiently thorough knowledge of Canadian geography. The overview having been completed in about two weeks, the study of the extractive industries peculiar to each region should follow.

For any class the local community with its extractive industries could be the point of departure for this section of the unit. While for most communities such a course would lead to the study of the farmer, in some it would necessitate the study of the miner, the lumberman, or some other worker.

Since the occupations of many of the parents stem from the major extractive industry in a community, it should be possible through discussion to arrive at the specific products of this industry. Next, through skilful questioning on the teacher's part, the class could be led to deduce that the physical conditions--soil, climate, topography, drainage--make such specific products possible and profitable in this area. The class might then go on to study the same extractive industry in other communities. By the time the study of Units I and II is complete, the pupils' knowledge of the physical and economic geography of Canada--geographical features and natural resources--should have a sound foundation.

A workable division of the topic in the case of the farmer could be according to the type of product--e.g. grains, root crops, ranch, fruit, vegetables and mixed farming. The brief plans which are here included for the miner, the oil worker, the lumberman, the hunter and the fisherman would need to be expanded.

REFERENCES

PRIMARY REFERENCE

Discovering Our Land, Tompkins et al.

SECONDARY REFERENCE

Canada Year Book, Queen's Printer, Ottawa.

USEFUL BOOKS THAT MAY BE IN YOUR LIBRARY

**Canadians at Work*, Hallman.

**Our Land and Our Living*, Reid and Hamilton.

SPECIFIC OBJECTIVES

UNDERSTANDING

The child should show that he has acquired the generalization that:

1. The physical features, resources, and climate of Canada influence and limit the life of the people.
2. Despite her vast wealth Canada is interdependent with other nations for a complete life.
3. Canadians do in many instances overcome the limitations of nature by the application of science.

SKILLS, ABILITIES, HABITS

The child should show that he had acquired:

4. The ability to give an interesting two-minute speech based on ideas he has formed with regard to Canada and Canadians.
5. Skill in the reading of the atlas, globe, maps, charts, and graphs.
6. Skill in the drawing of maps of the various regions, of Canada and the making of charts and graphs from Canadian data.

*Please note that these texts are now out of print.

7. The habit of reading newspapers and magazines and evaluating critically radio newscasts and newsreels.

ATTITUDES

The child should show that he has acquired an attitude:

8. Of intelligent loyalty towards Canada.
9. Of responsibility as an adolescent member of a progressive democracy.

SUGGESTED TIME--A maximum of twelve weeks.

PHYSICAL ENVIRONMENT

OF CANADA AND ITS

PRIMARY INDUSTRIES

REFERENCES:

PRIMARY:

Ed. by J. H. ...
Tonkins, et al.

SECONDARY:

Queen's Printer, Ottawa

FILMS

TK--1114 Grain Handling in Canada
TK--1731 Canadian Shield--Saskatchewan Region
TK--1469 American Cowboy
TK--1205 Great Plains
TK--1013 Western Wheat
TK--140 Wheat Country
TK--1749 Trail Ride
TK--1469 American Cowboy
T--737 Dairy Farm
TK--1699 On the Farm
T--261 Cattle Country
T--697 Green Acres (Irrigation)
TK--1691 Canada Landform Regions

FILMSTRIPS

P--1722 Irrigation Farming
P--2721 Farmers Solve a Problem

THE FARMER

A. OF THE CENTRAL PLAIN

1. Wheat and coarse grains.

- a. Prairie soil, climate and topography.
- b. Production.
- c. Marketing.
 - i. Wheat Board.
 - ii. PFAA, PFRA.
 - iii. Crow's Nest Pass Agreement.
 - iv. Transportation and trade.

2. Dry belt irrigation farming.

- a. Soil, climate and topography.
- b. Production.
- c. Marketing.

3. Ranching in the Southwest.

- a. Soil, climate and topography.
 - i. Water supply.
 - ii. Qualities of short grass.
 - iii. Production.
 - iv. Marketing.

4. Mixed farming in the "parkland" and northern forest.

- a. Soil, climate and topography.
 - i. Water supply and seasonal rainfall.
 - ii. Frost, hail hazards to field crops.
 - iii. Groves of trees for shelter.

5. Dairying and poultry.

- a. Soil, climate and topography.
- b. Production.
- c. Marketing.
 - i. Needs of large urban centers.
 - ii. Transportation.

Suggested Treatment	Teacher's Notes
<p>Make maps of the Central Plain showing:</p> <ul style="list-style-type: none"> (a) General surface features. Boundaries--Winnipeg, Calgary, Aklavik. (b) Cross-sectional view of the elevation of three prairie steppes. (c) Products of region. <p>Reports on marketing as related to the Wheat Board, PFRA, etc.</p> <p>Make a map of a typical prairie community, showing the surrounding farms.</p> <p>Compose summaries of class discussions.</p> <p>Prepare and deliver a report about:</p> <ul style="list-style-type: none"> (a) Rural electrification projects. (b) Sugar-Beet--from field to table. (c) Wheat--from grain to flour to bread. (d) The beef industry. <p>Make a pictorial display of the farm home, depicting the different seasons on the farm with emphasis on the various types of machinery used.</p> <p>On an outline map of Canada mark:</p> <ul style="list-style-type: none"> (a) Political divisions. (b) Capital cities. (c) Natural divisions. 	

UNIT I

PHYSICAL ENVIRONMENT

OF CANADA AND ITS

PRIMARY INDUSTRIES

REFERENCES:

PRIMARY:

Discovering Our Land
Tomkins, et al.

SECONDARY:

Canada Year Book
Queen's Printer, Ottawa

FILMS

TK--1378 Most Lovely Country
(Industries)
TK--1691 Canada Landform Regions
T--1069 Mountain of the West

FILMSTRIPS

P--1721 The Cattleman
PK--2980 Canada From Coast to Coast
P--2792 Tree Fruit Farming in the
Okanagan
PK--2464 Fruits

Content

B. OF THE ST. LAWRENCE LOWLANDS

1. Soil, climate and topography.
2. Fruit farming.
Soil, climate and topography.
3. Mixed farming.
 - a. Dairying and market gardening.
Root crops and grasses for feed.
 - b. Accessibility of markets.
 - c. Population density.
4. Tobacco.
5. Maple sugar.

C. OF THE APPALACHIANS.

1. Soil, climate and topography.
2. Historical importance.
3. Potatoes.
4. Apples.
5. Furs.

(for each of 3,4,5--accessibility
to American and overseas markets.)

D. OF THE CORDILLERAN REGION.

1. Soil, climate and topography.
2. The Fraser Valley and Vancouver
Island.
 - a. Dairying.
 - b. Fruits.
 - c. Seed potatoes.
3. The Plateau.
 - a. Cattle country.
 - b. Fruits.
 - i. Irrigation.
 - ii. Sheltered valleys.

Suggested Treatment	Teacher's Notes
<p>Draw a map of the Lowlands showing the products raised.</p> <p>Make summaries of class discussions.</p> <p>Compare the products raised with those of the prairie and account for the difference.</p> <p>Make a comparison of farm life on the Lowlands with that on the prairies with respect to size of farms, home, machinery used. Illustrate with pictures and drawings.</p> <p>Prepare and give report on:</p> <ul style="list-style-type: none"> (a) Maple sugar. (b) Tobacco. <p>On a map of the Appalachians locate the farming areas.</p> <p>Prepare and give reports on:</p> <ul style="list-style-type: none"> (a) Apple culture, Nova Scotia (b) Cranberry culture, Nova Scotia (c) Seed potato industry (to West Indies) P.E.I. (d) Fur farming in P.E.I. <p>On a map of the Cordilleran Region, show areas suitable for farming.</p> <p>Make a graph comparing butter production in the various provinces.</p> <p>Make a products map of the Cordilleran Region showing variety of products grown from south to north in plateau region.</p>	

UNIT I

PHYSICAL ENVIRONMENT OF CANADA AND ITS PRIMARY INDUSTRIES

REFERENCES:

PRIMARY:

Discovering Our Land
Tomkins, et al.

SECONDARY:

Canada Year Book
Queen's Printer, Ottawa

FILMS

TK-1532 Kitimat, Port to the World
T-1407 The Magic Mineral (Asbestos)
T-308 Story of Coal
TK-1254 Copper Mining & Smelting
(Sudbury)
TK-1220 Mining for Nickel (Sudbury)
TK-1336 Refining Copper from
Sudbury Nickel Ores
T-1406 Normetal
T-1402 Bright Century (Steel
Industry in Canada)
TK-1429 Unfinished Rainbows(Aluminum)

FILMSTRIPS

PK-3215 Aluminum
PK-3972 Copper
P-1429 How We Get Our Coal
P-1434 How We Get Our Iron and Steel
P-1988 Mines and Metals in the Making
PK-4310 Mining in Canada
PK-4307 Mining Town
P-1601 Salt Mining in Canada

Content

INDUSTRIES as WORKABLE DIVISIONS for STUDY

MINING--TECHNICAL AND ECONOMIC ASPECTS

1. Review of Locations.
2. Kinds of Minerals.
 - a. Metals.
 - b. Industrial minerals(non-metal)
 - c. Energy minerals(oil,gas,coal).
 - d. Structural minerals (clay,
sand, gravel).
3. Values and Uses of Minerals.
4. Types of Mining.
 - a. Shaft.
 - b. Slope.
 - c. Surface (strip and open pit).
 - d. Drift
5. Government Assistance to Mining
 - a. Surveying and Mapping.
 - b. Research.
 - c. Emergency Gold Mining
Assistance Act.
 - d. Coal Subventions.
 - e. Safety Standards.

Suggested Treatment	Teacher's Notes
<p>Compare employment in other occupations</p> <ul style="list-style-type: none"> a. Number employed. b. Working conditions. c. Skills. <p>Construct graphs to show exports of raw minerals. Discuss.</p> <p>Make diagrams to illustrate different mining processes.</p> <p>Draw maps to show locations of mining.</p> <p>Use maps to illustrate transportation routes, distances, and transportation problems.</p> <p>Use flow or other charts to show the uses of a particular mineral.</p> <p>Use pictures or samples for recognition of minerals.</p> <p>Use charts to indicate our present mineral production and potential with that of other selected countries.</p>	

UNIT I

PHYSICAL ENVIRONMENT OF CANADA AND ITS PRIMARY INDUSTRIES

REFERENCES:

PRIMARY:

Discovering Our Land
Tomkins, et al.

SECONDARY:

Canada Year Book
Queen's Printer, Ottawa

FILMS

TK-1039 The Plywood Story
T-1304 Powell River Story (Logging,
transportation pulp, living
conditions)

FILMSTRIPS

PK-2719 British Columbia Forests
P-1411 Canada's Pulp and Paper
Industry
P3780 Employment in the Pulp
and Paper Industry
PK-3203 Logging in the Canadian
Forests
PK-3781 Logging in Coastal B.C.

Content

THE LUMBERING INDUSTRY

1. Locations of Hardwood and Softwood Forests.
2. Soils and Climate Which Produce Hardwood and Softwood Trees.
3. Uses of Various Types of Tree.
 - a. Timber.
 - b. Pulp.
4. Modern Lumbering Industry.
 - a. New techniques in logging.
 - b. New techniques in processing.
5. Pulp, Paper and Plywood Industries
 - a. Importance of the Canadian plywood industry.
 - b. Exporting of lumber and plywood industries of other countries.
 - c. Importance of plywood imports--ex. from Japan.
 - d. Production of building board
 - e. Production of ceiling tile.
6. Conservation.
7. Leasing of Timber Rights.
8. Responsibilities for Reforestation
9. Road Building Leases.
10. Measures to Control and Prevent Forest Fire and Insect Infestation.

Suggested Treatment	Teacher's Notes
<p>Study the story of a tree from cone to paper product.</p> <p>Have students prepare and deliver reports about the timber scaler, logging methods, sawmills, forest conservation, pulpwood paper industry, and commercial uses of wood.</p> <p>Compare life in a lumbering town and a mining town.</p> <p>Compare the equipment used by the miner, the logger and the fisherman.</p>	

UNIT I

PHYSICAL ENVIRONMENT

OF CANADA AND ITS

PRIMARY INDUSTRIES

REFERENCES:

PRIMARY:

Discovering Our Land
Tomkins, et al.

SECONDARY:

Canada Year Book
Queen's Printer, Ottawa

ADDITIONAL:

**Canadians at Work*
Hallman

**Our Land and Our Living*
Reid and Hamilton

FILMS

T-1420 Roughnecks
TK-1499 Across the Wintry West
(Pipeline)
T-1461 Barrel No. 1 (Survey of
the Oil Industry)
TK-1496 Decision to Drill
TK-1475 Natural Gas

FILMSTRIPS

P-3529 History of Oil in Canada
P-2766 Petroleum
P-1979 Oil, Stake in the Cold War
P-2072 Petroleum in Today's
living
PK-2717 Oil From the Prairies

*Out of Print

Content

THE OIL INDUSTRY

1. Review How Oil is Formed
2. Locations--Oil and Gas Fields.
3. The Search for Oil.
4. Drilling and Processing.
5. Uses of Oil and By-products.
6. Research.
 - a. Locating deposits.
 - b. Uses.
7. Mineral Rights in Alberta.
 - a. Sale of oil rights.
 - b. Leases.
 - c. Quotas.
 - d. Royalties.
9. Oil Outside of Canada

THE FISHING INDUSTRY

1. Advantageous Position of Canada.
 - a. Ocean boundaries.
 - b. Large inland waterways and numerous lakes.
2. Canada's Position Among Exporting Nations.
3. On the Pacific.
 - a. Salmon.
 - i. Salmon cycle
 - ii. Varieties.
 - iii. Fishing methods.
 - iv. Processing.
 - v. World and domestic markets.
 - b. Herring
 - i. Fishing methods.
 - ii. Processing.
 - iii. World and domestic markets.
 - c. Halibut.
 - i. Fishing methods.
 - ii. Processing.
 - iii. World and domestic markets.
 - d. Shell fish.
 - i. World and domestic markets.

Suggested Treatment	Teacher's Notes
<p>Numerous materials, including charts, booklet and pictures are usually obtainable from oil companies and the government. These materials could be used for preparation of individual or group reports or as teacher resource materials.</p> <p>Field trips to local refineries, drilling sites, or administrative centers could be undertaken.</p> <p>Invite people to talk to the class about various aspects of the oil industry.</p> <p>Construct charts or graphs to show values of oil production, potential resources, uses, comparisons between Canadian production and potentialities with other countries.</p> <p>Have students write to business or government organizations for information on behalf of the class.</p> <p>Consult film and filmstrip catalogs for suitable illustrative material.</p> <p>Ask a fish and game inspector to visit the class and talk about regulations, types of fish and methods of fishing.</p> <p>Discuss with the class the various hazards to fish such as:</p> <ul style="list-style-type: none"> Rock slides. Beaver dams. Man-made dams. Poisons from pollution. Prey. Over-fishing with modern equipment. <p>Have the class find out about federal government regulations and research. Discuss these and include international agreements which affect fishing industries in the Great Lakes, the Atlantic and the Pacific, including;</p> <ul style="list-style-type: none"> a. International N.W. Atlantic Fisheries Convention, 1950. b. International Convention for High Seas Fisheries of the North Pacific, 1951. c. Great Lakes Fisheries Convention, 1950. d. Fisheries Price Support Board. 	

UNIT I

PHYSICAL ENVIRONMENT

OF CANADA AND ITS

PRIMARY INDUSTRIES

REFERENCES:

PRIMARY:

Discovering Our Land
Tomkins, et al.

SECONDARY:

Canada Year Book
Queen's Printer, Ottawa

FILMS

- TK-1198 Fisheries of the Great Slave
- T-1380 Fishermen (Atlantic)
- T-727 Fishing Grounds of the World
- T-987 Herring Hunt
- TK-1188 The Salmon Story
- T-1050 Salt Cod
- T-464 Shell Fishing
- TK-230 Trappers of the Sea

FILMSTRIPS

- PK-3386 The Atlantic Region
(deep sea fishing)
- P-1236 Lobster Fishing
- P-1139 Pacific Salmon Run
- P-1723 Shell Fishing

FILMS

- T-910 Age of the Beaver.
History and importance
- TK-864 Skenna River Trapline
- TK-450 Eskimo Summer
- TK-237 Fur Country
- TK-1365 Alberta--Province of
Opportunity
- TK-1368 Edmonton, Gateway to
Canada's Great Northwest
- TK-1399 Banff and Lake Louise
- TK-444 Holiday at School

Content

4. On the Atlantic.
 - a. Comparison of values with Pacific fisheries.
 - b. Cod.
 - i. Fishing methods.
 - ii. Processing.
 - iii. World and domestic markets.
 - c. Lobster.
 - i. Fishing methods.
 - ii. Processing.
 - iii. World and domestic markets.
 - d. Herring.
 - i. Fishing methods.
 - ii. Processing.
 - iii. World and domestic markets.
5. The Inland Fisheries.
 - a. Great Lakes.
 - b. Lake Winnipeg.
 - c. Great Slave Lake.
 - d. Type of Fish.
 - i. White Fish
 - ii. Pickerel.
 - iii. Perch.
 - iv. Lake Trout.
 - e. Provincial responsibilities for conservation.
 - f. Commercial fishing in Alberta.
 - i. Regulations--quotas, net size.
 - ii. Seasons.
 - iii. Facilities for marketing.
 - iv. Ice fishing.
 - v. Important lakes.

HUNTING AND TRAPPING

1. A Brief Study of Historical Aspects of Hunting and Trapping.
2. Reasons for the Decline of Trapping.
 - a. Synthetics.
 - b. Competition from domestic furs.

OR

THE TOURIST INDUSTRY

1. Increasing Importance of Tourism
2. Tourism as an Export
3. Summer and Winter Tourism--Comparison.
4. Attractions for Tourists.
 - a. National and provincial parks.
 - b. CNE and PNE
 - c. Calgary Stampede
 - d. Centennial programs and projects.
 - e. Frontier or virgin areas.
 - f. Variety of scenery and broad expanses.

UNIT TWO -- SECONDARY INDUSTRIES AND OCCUPATIONS OF CANADIANS

POINT OF VIEW

Unit II will grow naturally out of the study of the extractive industries studied in Unit I. The following outline starts with the processing of farm products. A unit such as this would be highly desirable in an agricultural community. Classes located in a mining community could logically start with mine products. Other classes might choose according to the secondary industries in their communities. The emphasis is on how Canadians process raw materials in order to produce goods of increased value.

In order to introduce this unit, the teacher and class working together could construct charts based upon the primary products studied in Unit I and show the relation of these products to the appropriate manufacturing process. Such a chart could be used for each of the primary industries and its products. Then, with the charts in hand, a selection of manufacturing processes to be studied in detail could be arrived at through class discussion. A thorough study of a representative group of manufacturing industries would be better than a superficial review of a large number.

The studies chosen may now be carried out by means of committee work and field trips. The city classroom will have no difficulty in arranging such trips. When the rural school visits the neighboring town, even for some other purpose, part of the time could be devoted to visiting a local industry such as a flour mill or meat packing plant. It would be advisable to draw up a list of guide questions beforehand and assign these to particular members of the class for investigation during the visit. Other students could be responsible for the task of making freehand diagrams of the various steps in the manufacturing process. Information and drawings could be assembled and presented to the class by the responsible groups.

REFERENCES

PRIMARY REFERENCE

Discovering Our Land, Tomkins, et al.

SECONDARY REFERENCES

Our Land and Our Living, Reid and Hamilton
Canada Year Book, Queen's Printer, Ottawa.

USEFUL BOOKS THAT MAY BE IN YOUR LIBRARY

Our Country and Its People, McDougall and Paterson.
Canadians at Work, Hallman.

SPECIFIC OBJECTIVES

The child should show that he has acquired the generalization that:

1. Canadian industrial centers are established where suitable power, natural resources, and transportation are readily available.
2. These Canadian industrial centers tend to increase in size and importance according to the demand for their products and according to their ability to put out these products.
3. Canadians increase their wealth through labor, machinery, and use of power.
4. Through the use of machinery and the division of labor, Canadians have increased the quantity of goods produced.
5. Canadians are interdependent upon each other and other peoples.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

6. An ability to make an outline and explain clearly manufacturing processes in Canada.
7. An increased skill in writing reports on Canadian industries.
8. An increased skill in collecting, evaluating, and selecting information pertinent to this topic.

ATTITUDES

The child should show that he has acquired an attitude:

9. Of active interest in man's further improvement of the standard of living through the fuller exploitation of the possibilities of the raw materials.
10. Of appreciation of the work of all workmen, realizing that each one has a contribution to make in increasing the wealth of our country.
11. Of intelligent pride in the accomplishments of Canadians in improving their standard of living through the use of man's accumulated knowledge.

SUGGESTED TIME--A maximum of five weeks.

UNIT II

SECONDARY INDUSTRIES

AND OCCUPATIONS

OF CANADIANS

REFERENCES

PRIMARY:

Discovering Our Land
Tomkins, et al.

SECONDARY:

Our Land and Our Living
Reid & Hamilton
Canada Year Book
Queen's Printer, Ottawa

ADDITIONAL:

Our Country and Its People
McDougall & Paterson
Canadians at Work
Hallman

FILMS

TK-1305 The Town and the Mill
T-498 Wool
T-302 Making Shoes
T-1541 Sweet is the Beet
TK-1698 Sugar, the Energy Food
TK-410 Maple Sugar Time
TK-1186 Milky Way (Breed of Cattle,
Milking and Processing)
TK-1538 Story of Meat in Canada

Content

A. MANUFACTURING OF FARM PRODUCTS

1. Flour Milling and Cereals.
2. Meat Packing.
3. Other Fields of Manufacturing which Should be Investigated.
 - a. Animal foods.
 - b. Breweries.
 - c. Butter and cheese making.
 - d. Glue Factories.
 - e. Grading and packing eggs, fruit and vegetables.
 - f. Leather tanneries, shoe and leather products.
 - g. Soap making.
 - h. Sugar-beet factories.
 - i. Vegetables and fruit canning.
 - j. Woolen mills.
4. Manufacturing of Imported Raw Materials, e.g. Cotton. (The teacher and class may find many different products that are imported for manufacturing.)

B. MANUFACTURING OF MINE PRODUCTS

1. Oil Products--Fuel, Lubricants, Wax
2. Asbestos--Shingles, Insulation, Siding
3. Other Fields of Manufacturing which Should be Investigated.
 - a. Natural gas, fertilizers, gunpowder, plastics.
 - b. Coal, fuel, coke, nylon.
 - c. Manufacturing machinery, household furnishings, vehicles, tin cans.
 - d. Precious metals, gold, silver, jewels.
 - e. Sand-clay, building materials (cement, bricks, pottery, glass, talc).
 - f. Salt, chlorine products, glass
 - g. Radium and uranium, power (Chalk River) and medical uses.
4. Manufacturing of Imported Raw Materials. e.g. Aluminum.

Suggested Treatment	Teacher's Notes
<p>Have the Students:</p> <p>Take a field trip to a local manufacturing plant.</p> <p>Write a letter of thanks to firm visited during the field trip.</p> <p>Make a diagram illustrating the steps in manufacturing goods.</p> <p>Make class or individual summaries of reports for notebook records.</p> <p>Prepare and present reports on one of the topics listed in Sec. A-3.</p> <p>Write a report on the process of transforming crude oil to gasoline.</p> <p>Make a tree chart of the by-products of an industry.</p> <p>Prepare and present to the class a talk on one of these manufacturing processes.</p> <p>Continue to keep a notebook record of the reports given. Compose paragraph, sentence, and point summaries for different reports.</p>	

UNIT II

SECONDARY INDUSTRIES

AND OCCUPATIONS

OF CANADIANS

REFERENCES

PRIMARY:

Discovering Our Land
Tomkins, et al.

SECONDARY:

Our Land and Our Living
Reid & Hamilton
Canada Year Book
Queen's Printer, Ottawa

ADDITIONAL:

Our Country and Its People
McDougall & Paterson
Canadians at Work
Hallman

FILMS

T-503 Making Glass for Houses
T-489 Making Bricks for Houses
T-445 The House in Which We Live
T-671 Synthetic Fibers, Nylon,
Rayon

FILMSTRIPS

P-1726 Distribution of Foods
P-1725 Production of Foods
P-1596 Asbestos
PK-3578 Uranium
P-1601 Salt Mining in Canada

Content

C. MANUFACTURED PRODUCTS OF LUMBER

1. Pulp and Paper.
2. Lumbering.
3. Other Fields of manufacturing which Should be Investigated.
 - a. Boxes.
 - b. Furniture.
 - c. Matches.
 - d. Mine props.
 - e. Rayon.
 - f. Railway ties.
 - g. Telephone poles.
 - h. Tooth picks.
 - i. Toys.
4. Manufacturing of Imported Raw Materials. e.g. Finishing woods.

D. FISHERIES

1. Processing Fish--canning, drying, and freezing.
 - a. Animal foods.
 - b. Cod-liver oil.
 - c. Margarine.
 - d. Soap.

E. HUNTING AND TRAPPING (OPTIONAL)

1. Fur Coats and Other Clothing.
2. Other Fields of Manufacturing which Should be Investigated:
 - a. Fur pelts.
 - b. Buckskin.

Suggested Treatment	Teacher's Notes
<p data-bbox="61 326 832 453">Make a survey of your local community and make a list of all the manufacturing industries. Or make a list of the industrial concerns to which local producers send their products.</p> <p data-bbox="61 518 832 612">Make graphs showing the relative importance of the provinces in the production of butter, lumber, etc.</p> <p data-bbox="61 677 765 741">On a map of Canada locate the principal cities and their manufactures.</p> <p data-bbox="61 807 751 900">Compare raw fur prices (prices paid to trappers) with retail prices of fur coats. (See Canada Year Book.)</p>	

UNIT THREE -- SUCCESSIVE WAVES OF EARLY SETTLERS LAID THE FOUNDATION FOR A CANADIAN NATION AND CULTURE

POINT OF VIEW

ALTHOUGH THIS IS A HISTORY UNIT, ALL MATTERS STUDIED HERE CAN DERIVE THEIR MEANING FROM THEIR REFERENCE TO THE PRESENT. Units I and II provide a background for the historical study so that the transition from Unit II to Unit III can be quite smooth. It should, therefore, not be difficult for the pupil to grasp the underlying unity of the Grade VII course--the study of Canada and Canadians. The student should be thinking, "This is Canada as it is today. How did present conditions develop?" Some emphasis is to be placed on the fact that the two major factors influencing Canadian culture are the French and English background of the larger part of Canada's population.

Two or three class discussion periods may be used to prepare the way for the work of this unit. The first of these may be devoted to an interview of the local community, and the origins of the people who comprise it. This will relate the waves of immigration which have populated Canada to the pupil's own lives. The next lesson could be an oral review of Canadian explorers studied by the children in the elementary grades. The points to be brought out here are the reasons for exploration and the obligations assumed by explorers who were granted trading rights. The class should now be ready to study the development of Canada under French rule and the first considerable movement of people to our country as a result of Talon's immigration policy. This is where the study outlined in the grid begins.

REFERENCES

PRIMARY REFERENCE

The Great Adventure
or
The Story of Canada
(Teacher's Manual available).

SECONDARY REFERENCES

The Story of Nova Scotia
The Story of Newfoundland
The Story of Ontario

USEFUL BOOKS THAT MAY BE IN YOUR LIBRARY

Our Country and Its People
Picture Gallery of Canadian History
Pageant of Canadian History
Pages from Canada's Story
Province of Quebec Through Four Centuries
Romance of British Columbia
Romance of Canada
Romance of Ontario
Romance of the Prairie Provinces

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Progress is the result of finding satisfactory solutions to problems.
2. The establishment of the authority of government is an essential part of group living.
3. A greater measure of self-government produces qualities more likely to help people to become increasingly self-directive in solving their own problems.
4. In Canada peoples of different historical backgrounds, language, and religion can live happily together under one government when their common problems outweigh their differences.

5. Life before the time of modern conveniences was not necessarily unhappy.
6. The family is the basic unit in the life of a people.

SKILLS, ABILITIES, HABITS

The child should know that he has acquired:

7. An increased skill in expressing himself in oral and written reports regarding the growth of Canada.
8. An increased skill in research, using materials from Canadian history.
9. An increased skill in map-making, using the growth of exploration and settlement in Canada as basic material.

ATTITUDES

The child should show that he has acquired an attitude:

10. Of admiration for the work of the pioneers in shaping Canada as a free, democratic country.
11. Of respect for Canadians of many historical backgrounds because of the part they have played in the development of Canada.
12. Co-operation with other children in the classroom comparable to the type of co-operation that was shown by the various peoples in the development of Canada.

SUGGESTED TIME--A maximum of ten weeks.

UNIT III

SUCCESSIVE WAVES OF SETTLERS LAID THE FOUNDATION FOR A CANADIAN NATION AND CULTURE

REFERENCES:

PRIMARY:

The Great Adventure
Dickie
The Story of Canada
Brown, et al.

SECONDARY:

The Story of Nova Scotia
Blakeley
The Story of Newfoundland
Cochrane, et al.
The Story of Ontario
J.M. Scott
See *Classroom Aids for*
Teachers:
Imperial Oil Portfolio
#1 *Discoverers and Explorers*
in Canada, 1497-1763

FILMS

T-910 Age of the Beaver
T-1417 Colonial Family of New France
T-844 French Canada
T-1438 Habitation at Port Royal
T-1732 Selkirk of Red River
T-1504 Days of Whiskey Gap
T-705 Family Tree
T-1644 Alexander MacKenzie
T-1642 David Thompson--The Great
Map Maker

FILMSTRIPS

PK-2314 The French Colonies
PK-2852 French Colonizations
PK-1683 Story of La Salle
PK-4103 Samuel de Champlain
PK-4104 Story of New France
PK-4105 Seigneurs & Seignories
PK-3576 Rebellion in Upper Canada
PK-3652 Rebellion in Lower Canada
PK-3801 Lord Durham's Mission
PK-3802 Lord Elgin's Decision
PK-3803 Reform in the Atlantic
Colonies

Content

A. THE COMING OF THE FUR TRADERS

1. Traders came to acquire wealth.
2. The making of settlements was an obligation laid on the fur trader in return for his privileges.
 - a. Settlements were designed to provide market for French products.
 - b. Settlements were a means of giving the poor of France a fresh start in life.
 - c. Settlements were necessary to hold the land once it had been explored.
3. Problems were inherent in the undertaking.
 - a. Settlement was antagonistic to the fur trade.
 - b. The uncertainty of tenure of the monopoly would act against effective settlement.
 - c. Other problems would have to be solved by the settlers and/or their sponsor; choice of site, shelter, food, clothing, protection, transportation.
4. The fur trader's outlook was to use Canada to increase the wealth of France.

N.B.--A study of De Monts, Champlain and the Hundred Associates will supply the material for the development of the foregoing.

Suggested Treatment	Teacher's Notes
<p data-bbox="101 214 389 244">Have the students:</p> <p data-bbox="25 314 811 409">Draw a map showing routes and area explored, posts and settlements established by Champlain, La Verendrye, and Alexander Mackenzie.</p> <p data-bbox="25 632 762 697">Make a plan of the trading post as a community. (Compare with a modern community.)</p> <p data-bbox="25 924 765 1019">Make an interesting topic sentence for each paragraph about the fur traders and early attempts at settlement.</p> <p data-bbox="101 1246 681 1278">Show suggested films and filmstrips.</p> <p data-bbox="101 1500 792 1534">Read <i>The Golden Dog</i> by Kirby, if available.</p>	

UNIT III

SUCCESSIVE WAVES OF SETTLERS LAID

THE FOUNDATION FOR A CANADIAN

NATION AND CULTURE

REFERENCES:

PRIMARY:

The Great Adventure

Dickie

The Story of Canada

Brown, et al.

SECONDARY:

The Story of Nova Scotia

Blakeley

The Story of Newfoundland

Cochrane, et al.

The Story of Ontario

J.M. Scott

See *Classroom Aids for Teachers:*

Imperial Oil Portfolio

#1 *Discoverers and Explorers in Canada, 1497-1763*

FILMS

TK-1780 French Explorers

See also films listed under "Coming of the Fur Trader."

Content

B. FIRST EFFECTIVE SETTLEMENT UNDER ROYAL GOVERNMENT (TO BE DEVELOPED THROUGH THE STUDY OF SUCH LEADERS AS: TALON, LAVAL, AND FRONTENAC).

1. The need for settlement and the shortcomings of the fur traders led to government control.
2. To supply the needs of established society the machinery of government was set up under definite heads:
 - a. Law and order under a governor.
 - b. Business administration by an intendant.
 - c. Religious life in the hands of the bishop.
3. The system of organization of society known as the feudal or seignorial system was brought from France and was used to provide the solutions to many of the problems of the times.
 - a. In order to get these people to share in developing an agricultural industry it was necessary to provide them with land, implements and stock.
 - b. It provided a means of organizing loyalties: The seigneur gave allegiance to the governor who represented the king, the habitant to the seigneur.
 - c. It organized defence through the seigneur, the habitant providing labor and materials for defence work.
 - d. It organized public works in the same way, e.g. the construction of roads, bridges, and ferries.
 - e. Feudal organization is suited to the agricultural society but is modified by the development of business and towns.

Suggested Treatment	Teacher's Notes
<p>Have the students:</p> <p>Make a plan of:</p> <p>A seigneurie. (Test this plan for serviceability.) Make a chart of the line of allegiance:</p> <div style="margin-left: 100px;"> <p>King</p> <p>Bishop</p> <div style="display: flex; justify-content: space-around; width: 100%;"> <p>Intendant</p> <p>Governor</p> </div> <div style="display: flex; justify-content: space-around; width: 100%;"> <p>Bailiff</p> <p>Seigneur</p> </div> <p>Cure</p> <p>Habitant</p> </div> <p>(Show that this organization was designed to care for the needs of the habitant.)</p>	

UNIT III

SUCCESSIVE WAVES OF SETTLERS LAID THE FOUNDATION FOR A CANADIAN NATION AND CULTURE

REFERENCES:

PRIMARY:

The Great Adventure
Dickie
The Story of Canada
Brown, et al.

SECONDARY:

The Story of Nova Scotia
Blakeley
The Story of Newfoundland
Cochrane, et al.
The Story of Ontario
J.M. Scott

See *Classroom Aids for
Teachers:*

Imperial Oil Portfolio
#1 *Discoverers and Explorers
in Canada, 1497-1763*

FILMS

TK-1780 French Explorers

See also films listed under
"Coming of the Fur Trader."

Content

4. Solutions to the problem of the need for a larger population.
 - a. Bounties for large families.
 - b. Bringing wives for bachelors.
 - c. Prohibition placed on bachelors and taxes on the fathers of marriageable daughters.
5. Move toward self-sufficiency.
 - a. Shipbuilding and trade (lumber and fish).
 - b. Beginnings of manufacturing--potash, soap, maple syrup, shoes, woollen cloth. (All industries based on readily available raw materials.)
 - c. Mining--copper, iron.
 - d. Agriculture--model farm, hemp, tobacco.
6. Family and social life.
 - a. The larger the family the more hands to work for its welfare.
 - b. Work was from sunrise to sunset so there was little time or energy for formal entertainment.
 - c. Special festive occasions developed from the economic life of the people. May Day to celebrate the coming of the spring; Rent Day (St. Martin's Day) after the harvest was gathered in; Sugaring-off (borrowed from the Indians). Dancing was common.

Suggested Treatment	Teacher's Notes
<p>Make report outlines based on all aspects of settlement in New France. Form committees which will be responsible for placing these outlines on the blackboard.</p> <ul style="list-style-type: none"> a. The seignorial system in New France. b. Solutions to the problem of the need for a larger population. <p>Make a report outline on: "Early Moves Towards Self-sufficiency."</p> <p>Write and produce a radio script based on the dramatization of incidents in early pioneer life.</p> <p>Make a report outline on: "Family and Social Life."</p>	

UNIT III

SUCCESSIVE WAVES OF SETTLERS LAID THE FOUNDATION FOR A CANADIAN NATION AND CULTURE

REFERENCES:

PRIMARY:

The Great Adventure
Dickie
The Story of Canada
Brown, et al.

SECONDARY:

The Story of Nova Scotia
Blakeley
The Story of Newfoundland
Cochrane, et al.
The Story of Ontario
J.M. Scott

See *Classroom Aids for Teachers:*

Imperial Oil Portfolio:

#1 *Discoverers and Explorers in Canada, 1497-1763*

FILMS

T-1442 Demi-God (Papineau)
T-1443 A Friend to His Country
(W. L. McKenzie)
T-1441 Tribune of Nova Scotia
(Joe Howe)
T-1552 Louis Hippolyte (Lafontaine)
TK-1779 English and Dutch Explorers
T-1445 Lord Durham
T-1732 Selkirk of Red River
TK-1751 Upper Canada Village
T-1446 Voice of People (Lord Elgin
and Rebellion Losses Bill)

Content

- d. Education, then as now, arose out of the needs of the people. A boys' school was started by Laval, chiefly for training for the priesthood; also a trade school where boys could learn such trades as those of carpenter, blacksmith, etc.
- e. Religion played a very important part in daily life. It was responsible for education. Laval divided New France into parishes. The parish priest supplied a form of local government. Missionaries were brought to Canada to christianize the Indians.

C. THE COMING OF THE ENGLISH

1. Scottish and English traders came to Quebec and Montreal after the fall of New France.
2. Settlement in the eastern townships of Quebec.
3. The restlessness of the rapidly growing English population to the south caused the English government to recognize the French nature of Canada in the Quebec Act.
4. The United Empire Loyalists and how their coming affected Canada.
 - a. The Maritime Provinces.
 - b. The Eastern Townships of Ontario.
5. Colonization companies and other planned settlements: Simcoe, Talbot, etc.
6. English development of the Maritime Provinces and Newfoundland.

N.B.--The Irish famine and other economic factors in Europe led to some Canadian settlement.

Suggested Treatment	Teacher's Notes
<p>Have the students:</p> <p>Make a pictorial display of different modes of transportation in pioneer days.</p> <p>Make a time line of the French period of Canadian history.</p> <p>Continue to make report outlines of the phases of settlement during the English period. Use these as a guide for notebook records.</p> <p>Make a time line of important events in Canadian history from the fall of New France to World War I.</p> <p>Show some of the films related to this section.</p> <p>Examine in the Atlas of Canada, Queen's Printer Map #109: Political Evolution of Canada.</p>	

UNIT FOUR -- THE DEVELOPMENT OF COMMUNITIES IN WESTERN CANADA

POINT OF VIEW

Although there is need for some use of textbooks and reference books in the treatment of this unit, especially in the historical parts, a good portion of the unit could be developed from resource materials found by the students themselves right in the community. The sociological aspects of Canadian life studied here will provide the complement to the economic aspects studied in Units I and II. The teacher should use these procedures which provide the pupil with ample scope for the development of his own initiative, and therefore freedom from too much teacher direction. The pupil should find in the community the living substance about which he has been reading in his history books. Although the pupils may have studied some parts of this unit already, they will now make a more intimate study of some aspects of community living.

In the urban centers the student can obtain source material from papers and periodicals in the public libraries and from museums. In rural areas they can approach the pioneers of the district for information. The urban students could tackle the problem through such studies as the growth of manufacturing industries, the building of churches, and schools, the coming of the railway, good highways, or the growth of various sections of the city. In any case, the community itself will determine the aspects of growth upon which emphasis is to be placed.

This study of the community could be integrated with Community Economics in schools offering this course. Where Community Economics is not offered, considerable use could be made of the materials that have been prepared for that course.

REFERENCES

PRIMARY REFERENCES

NEWSPAPERS, REFERENCE LIBRARIES, PERSONAL INTERVIEWS.
The Story of Canada, Brown, et al.
The Great Adventure, Dickie.

SPECIFIC OBJECTIVES

The child should show that he has acquired the generalization that:

1. A community is constantly changing.
2. Members of communities are of many ethnic origins.
3. Communities are interdependent with other communities.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

4. Ability to co-operate with others in a common task.
5. Skill in distinguishing facts from opinion regarding people of different ethnic origins.
6. Skill in the fundamentals of reference procedures.
7. Skill in committee procedures.

ATTITUDES

The child should show that he has acquired an attitude of:

8. Willingness to participate in a wide variety of desirable community activities.
9. Acceptance of the fact that ethnic groups of many different backgrounds have made important contributions to Canadian culture.

SUGGESTED TIME--Six weeks.

UNIT IV

THE DEVELOPMENT OF

COMMUNITIES IN WESTERN CANADA

SEE REFERENCES FOR PREVIOUS
UNITS SUCH AS

The Story of Canada
Brown, et al.
The Great Adventure
Dickie

NEWSPAPERS,
PERSONAL INTERVIEWS,
RESOURCE PERSONS.

FILMS

T-1732 Selkirk of Red River
T-1523 Canada's R.C.M.P.
T-1504 Days of Whiskey Gap
T-1509 The Canadians

FILMSTRIPS

PK-1618 Hudson's Bay Company
PK-2062 Lord Selkirk, the Colon-
izer (NFB) \$2.00
NWMP Series NFB \$4.00 ea.
P-3783 The Long March West
P-3784 Rebellion of 1885
P-3785 Klondike Goldrush
P-1507 Pioneer Life in U. Canada
PK-3157 History of B.C.

Content

A. FUR COMPANIES SEND AGENTS TO EXTEND FUR TRADE.

1. Hudson's Bay Company--Kelsey,
Henday, Hearne.
2. N.W. Company--MacKenzie, Fraser,
Thompson.
3. Companies merge--Seven Oaks.

B. EXPLORATION AND SETTLEMENT OF THE WEST ARE EXTENDED.

1. Communities develop around
trading posts.
 - a. Selkirk settlements.
 - b. Other settlements.
 - i. Cumberland House.
 - ii. Fort Edmonton.
 - iii. Fort Victoria.
 - iv. Prince George.
2. Settlement of B.C. stimulated by
gold rush.
3. The scientific explorers.
 - a. Palliser.
 - b. Simpson.
 - c. Hind.
 - d. Macoun.

C. GOVERNMENT ACTION IN OPENING THE WEST.

1. The Land Act 1872.
2. North West Mounted Police.
3. Railways stimulate community
settlement.
4. Survey system.
5. Immigration policy (Sifton).

Suggested Treatment	Teacher's Notes
<p>Have the students:</p> <p>Make a map of Western Canada showing routes of explorers and import and trading posts and settlements.</p> <p>Attempt to find out why trading posts were situated in each case.</p> <p>Make a report (written or oral) on some of the following:</p> <ul style="list-style-type: none"> a. Reasons for the establishment of Fort Victoria. b. Problems of transportation in opening the B.C. interior. c. Some interesting character of the gold rush era. d. Palliser, Simpson, Hind, Macoun. <p>On a map of Western Canada, mark the first Mounted Police posts.</p> <p>Place the transcontinental railway routes on a map of Canada and label with names and dates.</p> <p>Compare the survey system used in Western Canada with that of the United States (Northwest Ordinance, 1785).</p>	

THE DEVELOPMENT OF
COMMUNITIES IN WESTERN CANADA

SEE REFERENCES FOR PREVIOUS
UNITS SUCH AS

The Story of Canada
Brown, et al.
The Great Adventure
Dickie

NEWSPAPERS,
PERSONAL INTERVIEWS,
RESOURCE PERSONS.

2 x 2 SLIDES

- 5.26 Early Transportation in the West
- 5.22 Early Western Forts
- 5.29 Harvesting and Threshing
- 5.27 Homestead Days
- 5.31 Water Transportation on N. Saskatchewan River

IMPERIAL OIL

Portfolio #2

Discoverers and Explorers in Canada
1763 - 1911

Portfolio #4

The Story of the Pioneers and How
They Settled Canada

D. PIONEER LIFE IN OUR COMMUNITY

1. Acquiring a homestead.
2. Pioneer homes.
3. Products and methods of farming and ranching.
4. Local transportation and communication.
 - a. Railway mainlines.
 - b. Feeder lines (local).
 - c. Freight trails.
5. Recreation.

E. IMMIGRATION

1. Early rural settlers.
 - a. British.
 - b. Ukrainian.
 - c. Scandinavian.
 - d. German.
 - e. Others.
2. Recent urban settlers.
 - a. Dutch.
 - b. Hungarian.
 - c. German.
 - d. Italian.
 - e. British.
 - f. Others.
3. Contributions made toward our culture.

Suggested Treatment	Teacher's Notes
<p>Interview homesteaders from the community to find out about life in early times.</p> <p>Find out what "duties" a homesteader had to perform in the early days to acquire a title to his land. Compare to present regulations.</p> <p>Investigate the building of the C.P.R.</p> <p>Research the establishment of the community and make a booklet of findings: e.g. first settlers, church, school, business, coming of railway.</p> <p>On a map of the world color countries that have supplied large numbers of immigrants to Canada and color with corresponding colors the parts of Canada they have settled.</p> <p>Prepare and give oral reports on how the customs of the people studied are similar to or different from Canadian customs.</p>	

UNIT FIVE -- GOVERNING OUR COMMUNITY

POINT OF VIEW

The ultimate aim of this unit is to study how local Canadian government functions. Although the emphasis in Grade VII must be on local government there should still be reference to the form and function of the provincial government. The student will learn that local government, the provincial government, from which the former derives its powers, and the federal government have essential similarities because of their democratic foundations, and that, indeed, the presence of the three is evidence of the democratic principle of the division of powers in the interest of good government.

In order to make this a living unit and not too abstract from a Grade Seven group, it is suggested that it be closely related to current events. During the year, a class may make a collection of newspaper clippings about local elections, council decisions, and other items related to local government. In the two weeks' time suggested for formal treatment of this unit the class and teacher could draw on these current events clippings as reference material and culminate a meaningful learning situation.

REFERENCES

PRIMARY REFERENCE

Our Provincial Government (Latest Edition).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Authority of government is an essential part of group living.
2. A government chosen by the people ultimately meets the needs of the people.
3. Responsibility for good government lies with the people.

SKILL, ABILITIES, HABITS

The child should show that he has acquired:

4. Skill in presenting ideas in a convincing manner.
5. Ability to participate in democratic activities such as meetings, elections and executive committees.
6. Skill in gathering information from newspapers by separating fact from editorial opinion.

ATTITUDES

The child should show that he has acquired an attitude of:

7. Responsibility toward himself and others of the community to take an active part in group affairs.
8. Consideration for minority groups among his associates.
9. Respect for orderly government.

SUGGESTED TIME--Two weeks.

UNIT V

GOVERNING OUR COMMUNITY

REFERENCE:

PRIMARY:

Our Provincial Government
Dept. of Education

FILMS

T-1049	Citizen Yarek
T-1404	A Citizen Makes a Decision
T-262	Ballot Boxes
T-1222	A Citizen Participates
T-252	Local Government
TK-1092	Your Health Units
T-1286	Our Community
TK-1523	Canada's R.C.M.P.
T-1072	Having Your Say

FILMSTRIPS

Government in Canada Series (NFB)
\$4.00 ea.

PK-4412	You and Your Government
PK-4413	Parties and Elections
PK-4414	Provincial Government
PK-4415	Federal Government
PK-4416	Parliamentary Government
PK-4417	Local Government

Content

A. ORGANIZATION OF LOCAL GOVERNMENT.

1. Elected Officials.

- a. Mayor and Councillors.
- b. Special boards, e.g. school, hospital.

2. Appointed officials.

- a. Commissioners.
- b. School superintendent.
- c. Other civic employees.

3. Local elections.

- a. Nomination of Candidates.
- b. Voter's lists.
- c. Voting procedures.

B. RESPONSIBILITIES OF GOOD CITIZENS.

C. SERVICES PROVIDED BY LOCAL GOVERNMENT.

- 1. Improvement of education and recreation facilities.
- 2. Improvement of health, welfare and safety measures.

Suggested Treatment	Teacher's Notes
<p data-bbox="119 339 405 365">Have the students:</p> <p data-bbox="44 465 782 592">Arrange to have a member of the council, school board, or hospital board explain to the class what his duties are and how he carries out his duties.</p> <p data-bbox="44 691 751 755">Collect from local newspaper reports of council meetings.</p> <p data-bbox="44 854 801 1045">Elect a class president and prepare an agenda for a meeting. Conduct the meeting according to this agenda. This can be extended to include writing of minutes, appointing of committees and introduction of committee reports.</p> <p data-bbox="129 1274 704 1300">Prepare and give an election speech.</p> <p data-bbox="48 1339 833 1431">Do a survey of the class to see how many parents are employees of the local government. Distinguish elected official from appointed ones.</p> <p data-bbox="48 1469 803 1560">In a forum discussion, attempt to decide what individual in the local government contributes the most to the community.</p>	

CHAPTER II

UNIT OUTLINES FOR GRADE EIGHT

Canada and the Commonwealth

UNIT ONE -- THE GEOGRAPHY OF THE COMMONWEALTH

POINT OF VIEW

This unit is related to Unit I of Grade VII. Since the class has already made a study of the Grade VII unit, the objectives which the pupil has attained could be the basis for the study of this unit.

This unit may be introduced by a class discussion on the immensity of the Commonwealth. The pupils should support their deductions by references to the map of the world and other audio-visual aids. The attention of the class should be drawn to the location of the various parts of this great community of nations giving rise to a variety of climates and products.

It should be noted that in the grid following the statement of "Specific Objectives" the numbers in COLUMN TWO refer to the numbered specific objectives. All these specific objectives should be kept constantly in mind during the study of the unit. The use of definite reference to certain specific objectives in each subsection provides direction as to a place where emphasis is needed on a particular objective.

REFERENCES

PRIMARY REFERENCE

The Commonwealth of Nations, McDougall and Moore. (1966)
The Modern Commonwealth, Kostek, Braund and Woods.

SECONDARY REFERENCES

New World Geography for Canadian Schools, Denton and Lord.
The World--A General Geography, Stamp and Kimble.
The British Commonwealth and Empire, Masfield.
Australia and New Zealand, Irwin and Irwin.
Canada, The Official Handbook.
Social Studies Grade VIII Study Guide
Lands Overseas, Carswell et al.

NOTE CONCERNING REFERENCES

In the grid, page references are given as follows:

- I. *The Commonwealth of Nations*; E.g. (I--94-97)
- II. *The Modern Commonwealth*; E.g. (II--6-22).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. The physical features, resources, and climate of each area of the British Commonwealth influence and limit the life of the people in those areas.
2. Vast and varied resources are found within the British Commonwealth.
3. Climate, natural resources, and geographical position have given the British Isles an advantage over other parts to the Commonwealth insofar as manufacturing is concerned.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

4. An increased ability to communicate effectively the ideas he has formed with regard to the British Commonwealth.
5. The ability to make a complete statement containing at least one subordinate idea.
6. Increased skill in the reading of the atlas, globe, map, chart, and longitude.
7. Skill in constructing maps of the British Commonwealth (using outlines if available) to different scales.
8. The habit of selecting from newspapers and magazines items significant to an understanding of the British Commonwealth of Nations.

ATTITUDES

The child should show that he has acquired:

9. An attitude of intelligent loyalty toward the British Commonwealth.
10. An attitude of curiosity regarding the British Commonwealth of which he is a member.

SUGGESTED TIME--A maximum of twelve weeks.

UNIT I

GEOGRAPHY OF THE COMMONWEALTH

REFERENCES:

PRIMARY:

I. *The Commonwealth of Nations*
McDougall and Moore (1966)

II. *The Modern Commonwealth*
Kostek, Braund and Woods

SECONDARY:

*New World Geography for
Canadian Schools*
Denton and Lord

The World--A General Geography
Stamp and Kimble

*The British Commonwealth
and Empire*
Masfield

Australia and New Zealand
Irwin and Irwin

Canada
The Official Handbook

*Social Studies Grade VIII
Study Guide*

Lands Overseas
Carswell et al.

Content

A. OVERVIEW
I—1-9.

1. The meaning of the British Empire and British Commonwealth.
2. London--The Heart of the Commonwealth I—22-31; II—96-97; III—13-17.
3. Self-governing countries within the Commonwealth: Canada, United Kingdom, Australia, New Zealand, India, Pakistan, Ceylon, Ghana, Federation of Malaya, Cyprus, Nigeria, Sierra Leone, Jamaica, Trinidad, Tanganyika, Uganda, and others.

4. Countries outside the Commonwealth but affiliated with it: Ireland, Burma.
5. The Empire: wholly self-governing colonies to those ruled by an appointed council.

B. A STUDY OF GENERAL GEOGRAPHIC KNOWLEDGE
I—9-11, II—6-22.

1. Latitude
2. Longitude
3. Time
4. Seasons

Suggested Treatment	Teacher's Notes
<p>On an outline map of the world show the members of the Commonwealth and some important colonies of the Empire (I-xi).</p> <p>Write a paragraph about London, the Heart of the Empire.</p> <p>Draw small outline maps to compare the latitude of the parts of the Commonwealth which lie within the Northern Hemisphere. (II-17-20)</p> <p>Find out who are the government leaders of the Commonwealth. Collect pictures and news items where possible.</p> <p>Help the children to study and understand the general geographical knowledge through reading and diagrams.</p> <p>Prepare a blank map of the world showing the outlines of the Commonwealth countries and important colonies. Number each area and have students identify them. Prepare a matching test on places of interest in London.</p> <p>Have the pupils criticize the paragraph which they wrote about London from the following:</p> <ul style="list-style-type: none"> (a) Title (b) Topic sentence (c) Orderly development of content (d) Sentence variety (e) Concluding sentence (f) Punctuation (g) Spelling (h) Legibility <p>Divide the class into two groups and hold a "bee" on definitions of geographical terms.</p> <p>Prepare a spelling list from the vocabulary of this topic and test the class on it.</p>	

UNIT I

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Content

C. A STUDY OF THE GEOGRAPHY OF SOME OF THE SELF-GOVERNING COUNTRIES OF THE COMMONWEALTH AND OF ONE OF THE CROWN COLONIES SUCH AS FIJI OR BRITISH GUIANA.

I--9-11, 33-41, 274-282, 310-311
335-346, 356-360, 387-389, 399-402,
407-408, 410, 424-428, 454-460;
II--112-113, 151-170, 171-181,
182-199, 202-261, 263-354.

1. Location.

2. Climate.

3. Physical features and drainage.

4. Chief industries.

5. People--density of population,
living standards, races, religion.

6. Capitals, chief ports, other cities

Suggested Treatment	Teacher's Notes
<p>Make bar graphs to compare area, population, and density of population of parts of the Commonwealth. (I—2, 199, 200, 267, 278, 309.)</p> <p>Draw thermometers showing the temperature range for a month or a season in the countries of the Commonwealth.</p> <p>Draw physical maps of the British Isles, Africa, Australia and New Zealand, India, Pakistan, Ceylon and new Commonwealth members.</p> <p>Mark (1) mountains (2) plateaus (3) rivers and lakes (4) coastal waters (5) islands (6) plain and desert areas (7) latitude and longitude (8) bounding countries.</p> <p>(N.B. If 1, 2, and 3 are marked first, and wind directions noted, climate can be largely deduced. Use only important features in each case to avoid a meaningless jumble.) (I—5-8) (II—76,470,548,596.)</p> <p>Draw products maps repeating only those physical features necessary for the location of the chief cities and ports, and to show clearly the reason for the occurrence of the products, from map study. Deduce from map study the climatic features of each group of countries.</p> <p>Make a pictorial display showing the various people of the Commonwealth.</p> <p>Conduct an open forum using as a topic one of the following:</p> <p>(a) Has Canada benefited by becoming a member of the Commonwealth instead of remaining within the Empire?</p> <p>(b) What holds the countries of the Commonwealth together?</p>	

UNIT I

GEOGRAPHY OF THE COMMONWEALTH

Content
C. (Continued)

Suggested Treatment	Teacher's Notes
<p>Divide the class into two groups. Then have one group prepare a spelling list of the Commonwealth countries and other important colonies. Then each group will ask the other to spell the words.</p> <p>Prepare a multiple-choice test on the important products of Commonwealth countries and colonies.</p> <p>Have the students write a short paragraph explaining why the climate of Alberta is vastly different from that of the British Isles even though the latitude lines are approximately the same.</p> <p>Prepare a true-false test on understandings to determine whether the students have mastered the understandings suggested in the program.</p> <p>Conduct a quiz game in which one student will ask the class about an important leader in one Commonwealth country. The one who answers correctly asks the next question concerning a Commonwealth leader and so on.</p> <p>Prepare an outline map of the world marking the major latitude lines, mountain areas and winds. Number specific areas on the map and have students deduce the possible climate in those areas.</p> <p>Divide the class into pairs. Each pair will represent a Commonwealth country or city and will be responsible for two sentences about this country or city.</p>	

UNIT TWO

THE PROBLEMS AND ACHIEVEMENTS

of

COMMONWEALTH TRADE

POINT OF VIEW

The center of attention in this unit is Canada's place in Commonwealth trade. An outline map of Canada could be prepared upon which the chief products could be correctly placed. These would include basic agricultural, mineral, forest, and fishing products. Then, using the material gathered for Unit I, Grade VIII, possible lines of trade could be inferred. Similar product maps for other major divisions of the Commonwealth could be prepared. The teacher should be careful not to spend too much time on this INTRODUCTORY REVIEW.

To study the history of trade by committee techniques requires more time than results would warrant. The teacher could relate this material in story form using what audio-visual aids are necessary to clarify the content. The study of the historical background could lead to a class discussion on the "Advantages of Commonwealth Trade" (Sections 3 and 4).

REFERENCES

PRIMARY REFERENCES

The Commonwealth of Nations, McDougall and Moore. (1966)
The Modern Commonwealth, Kostek, Braund and Woods.

SECONDARY REFERENCES

New World Geography for Canadian Schools, Denton and Lord.
The World--A General Geography, Stamp and Kimble.
Australia and New Zealand, Irwin and Irwin.
The British Commonwealth and Empire, Masefield.
Canada, 1968 or Current Year.
Social Studies Grade VIII Study Guide.
Lands Overseas, Carswell et al.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary reference sources named above:

- I. *The Commonwealth of Nations*; E.g. (I—94-97).
- II. *The Modern Commonwealth*; E.g. (II—165-166).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Many and varied products are found within the Commonwealth.
2. This variety of products makes possible trade within the Commonwealth.
3. This trade makes possible a higher standard of living.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

4. The ability to make comparisons of exports of countries through the use of bar graphs.
5. An increased skill in associating events with their respective periods.
6. Skill in writing a multi-paragraphed report with appropriate transition sentences.

ATTITUDES

The child should show that he acquired:

7. An attitude of interest in using several reference books when searching for information regarding British trade.
8. An attitude of respect for the workmen in other countries whose efforts make possible our high standard of living.
9. An attitude of intelligent pride in being a member of the British Commonwealth of Nations.

SUGGESTED TIME--A maximum of four weeks.

THE PROBLEMS AND ACHIEVEMENTS
OF COMMONWEALTH TRADE

REFERENCES:

PRIMARY:

I. *The Commonwealth of Nations*
McDougall and Moore

II. *The Modern Commonwealth*
Kostek, Braund and Woods

SECONDARY:

*New World Geography for
Canadian Schools*
Denton and Lord

The World--A General Geography
Stamp and Kimble

Australia and New Zealand
Irwin and Irwin

*The British Commonwealth
and Empire*
Masfield

Canada,
1968 or Current Year

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Lands Overseas
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Content
<p>A. INTRA-COMMONWEALTH TRADE I—17-20; II—102-105, 165-166, 255-256, 304-305, 334-335, 351.</p> <p>1. Sources of and markets for raw materials.</p> <p>a. Agricultural products.</p> <p>b. Mining products.</p> <p>c. Forest products.</p> <p>d. Fishing products.</p> <p>2. Sources of and markets for manu- factured products.</p> <p>B. HISTORICAL BACKGROUND I—12-17, 125-127, 347-348, 360, 390, 402, 408-409, 428.</p> <p>1. Primitive trade.</p> <p>a. Barter.</p> <p>b. Factors limiting trade.</p> <p>i. Little surplus.</p> <p>ii. Lack of knowledge.</p> <p>iii. Hostility between tribes.</p> <p>iv. Poor communications.</p> <p>c. Examples of materials bartered.</p> <p>i. Salt.</p> <p>ii. Iron.</p> <p>2. The Middle Ages. I—57-60, 64-66.</p> <p>a. The Crusaders introduce new goods and ideas.</p> <p>b. The traders of Western Europe carry their goods to the East.</p> <p>c. English wool earns a good reputation in other markets.</p>

Suggested Treatment	Teacher's Notes
<p>Draw an outline map of the world marking on it the Commonwealth countries and major colonies and indicating their principal products.</p> <p>On an outline map of the world showing the Commonwealth countries, draw arrows starting at an area of surplus products and ending at a market where those products are scarce: wood, pulp, wheat, cotton, wool, beef, mutton, lumber, silk, rice, precious stones.</p> <p>Make a graph showing Canadian export trade for 1968 or the current year.</p> <p>See one or two of these films: "Story in a Teacup", "Story of Steel"; "England's Canals"; "Industrial Revolution".</p> <p>Write a class summary of one of the films.</p> <p>Prepare an outline map of the world marking on it the Commonwealth countries and major colonies. Place numbers in the various regions and have students match appropriate products against each number.</p> <p>Direct the children to write an interesting paragraph about the varied products of the Commonwealth and colonies.</p> <p>Have the children draw a two-picture cartoon entitled "The Old -- The New" to illustrate some great change made in people's lives by some article introduced by the Crusaders.</p>	

UNIT II

THE PROBLEMS AND ACHIEVEMENTS OF COMMONWEALTH TRADE

REFERENCES:

PRIMARY:

I. *The Commonwealth of Nations*
McDougall and Moore

II. *The Modern Commonwealth*
Kostek, Braund and Woods

SECONDARY:

*New World Geography for
Canadian Schools*
Denton and Lord

The World--A General Geography
Stamp and Kimble

Australia and New Zealand
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Canada, 1968
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Lands Overseas
Carswell et al.

Content
3. The Industrial Revolution.
a. The enclosure movement.
b. The growth of cottage industry.
c. The rise of the factory system.
C. HISTORICAL ADVANTAGES OF COMMONWEALTH TRADE.
1. To Britain.
a. Source of raw materials.
b. Markets for manufactured goods.
c. Food.
2. To the colonies.
a. Assured markets.
b. Sources of manufactured products.
D. ADVANTAGES OF COMMONWEALTH TRADE TODAY.
1. Mutual trade agreement.
2. Assured markets.
3. Complementary products.
4. Business connections.
5. Common language and customs.
6. Preferential tariffs.
7. Protected routes.

UNIT THREE

HOW THE

COMMONWEALTH CAME INTO BEING

POINT OF VIEW

Before beginning the unit, the teacher might well spend about two periods on a brief review of the history of Canada.

The content of this unit is suited to committee work and individual reports. Each committee could take the history of one division of the Commonwealth. As mentioned in the "Suggested Treatment" each committee should prepare time lines. If these time lines were based on a common unit of measurement they could be used as a means of bringing together and unifying the time concepts at the conclusion of the study. Thereby the relationship would be shown of historical events in one part of the Empire as compared with those in other parts.

REFERENCES

PRIMARY REFERENCES

The Commonwealth of Nations, McDougall and Moore.

SECONDARY REFERENCES

The British Commonwealth and Empire, Masfield.
Australia and New Zealand, Irwin and Irwin.
Canada in the World Today, Rogers, Adams and Brown.
Social Studies Grade VIII Study Guide
Proud Ages, Tait.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above.

1. *The Commonwealth of Nations*; E.g. (I—90-94).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Waves of migration from Britain to the colonies always resulted in new situations requiring adjustments through legislation.
2. Wherever British peoples have settled they have striven to maintain their language and democratic institutions.
3. The enterprising nature of the British people has led them to develop their colonial resources effectively.
4. The degree to which a member nation participates in Commonwealth activities is left to the discretion of that country.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

5. Increased skill in map making, using the growth of the British Empire and the Commonwealth as basic material.
6. Increased skill in the selection and organization of material collected by committee effort.
7. An ability to relate orally a succession of ideas or events using only brief notes.

ATTITUDES

The child should show that he has acquired:

8. An attitude of interest in other people who are members of the British Commonwealth.
9. An objective attitude towards historical events.

SUGGESTED TIME--A maximum of ten weeks.

UNIT III

HOW THE COMMONWEALTH CAME
INTO BEING

REFERENCES:

PRIMARY:

- I. *The Commonwealth of Nations*
McDougall and Moore

SECONDARY:

*The British Commonwealth
and Empire*
Masfield

Australia and New Zealand
Irwin and Irwin

Canada in the World Today
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Proud Ages
Tait

Content

- A. CANADA.
(N.B. 1, 2, and 3 are review.)
I—173-180, 183-184, 193-199, 200-209,
209-215;
1. British victory.
 2. Successive waves of migration lead
to adjustment through legislation.
 - a. Quebec Act.
 - b. Constitutional Act.
 - c. Act of Union.
 - d. B.N.A. Act.
 3. Canada becomes a full-fledged
member of the Commonwealth.
I—469-474, 479-486.
 - a. Defence.
 - b. Diplomacy.
 - c. Legislative function.
 - d. Making of war and peace.
 - e. Judiciary.
 4. Commonwealth ties.
 - a. Governor-General.
 - b. Amendment of Constitution.
- B. OTHER MEMBERS OF THE COMMONWEALTH
(COMPARED WITH CANADA).
1. In Asia.
I—271-318.
India and Pakistan.
 - a. Early history.
 - b. British East India Company.
 - c. Colonial status.
 - d. Indian mutiny.
 - e. Movement for self-government.
 - i. Nationalism.
 - ii. Political parties.
 - iii. Gandhi and Jinnah.
 - iv. Partition.
 - v. Republic status for India
and Pakistan.

Suggested Treatment	Teacher's Notes
<p>Construct a time line showing the growth of Canadian Independence.</p> <p>As a member of a committee, investigate and report on one of the following topics: (a) Why Canada is bi-lingual (b) MacDonald, Laurier, Mackenzie King (c) The capture of Quebec by Wolfe.</p> <p>Write down on the blackboard the first understanding in Unit II. Then have the students select incidents in Canadian history which will give support to this generalization.</p> <p>Construct an historical time line for Canada placing numbers at important dates. Have the class identify the events that match these dates.</p> <p>Write a short one-act play based on an incident in the life of (a) Clive (b) Gandhi.</p> <p>Draw a map showing the division of the Empire of India into its present parts the Republics of India and Burma, and the Dominions of Pakistan and Ceylon.</p> <p>Have the students write paragraphs explaining (a) the problems that hindered the granting of self-government in India (b) how independence was finally achieved.</p> <p>Make an outline map of the Indian Empire numbering the four divisions today (India, Pakistan, Burma and Ceylon) and the capital cities of each. Have the students identify the divisions and capitals.</p>	

UNIT III

HOW THE COMMONWEALTH CAME INTO BEING

REFERENCES:

PRIMARY:

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Study Guide*

Proud Ages
Tait

Content

- f. Internal problems of India and Pakistan.
 - i. Overpopulation.
 - ii. Poverty.
 - iii. Illiteracy.
 - iv. Many languages.
 - v. Distribution of wealth.
 - vi. Lack of industrialization.
 - vii. Political problems--military government in Pakistan.
 - viii. Caste system--India and ONE of:-

CEYLON, MALAYA, CYPRUS.

I--315-323.

Ceylon.

I--315-318.

- a. Early trading centre.
- b. Portuguese control.
- c. Dutch control.
- d. British influence and control.
- e. Colonial government.
- f. Movement for self-government.
- g. First woman prime minister.
- h. Movement towards republican government.
- i. Problems.
 - i. Caste system.
 - ii. Religious and political strife.
 - iii. Food production.
 - iv. Irrigation.
 - v. Lack of industrialization.

2. In Africa.

In East Africa ONE or more of
Ghana, Nigeria, Sierra Leone,
In West Africa ONE of Tanganyika,
Uganda

I--397-413

Ghana

I--397-405.

- a. Early Portuguese influence.
- b. Slave trade.
- c. British influence.
- d. Abolition of slavery.
- e. Exploration of interior.
- f. Indirect tribal rule.
- g. Movement for independence.

Suggested Treatment	Teacher's Notes
<p>As a member of a committee, investigate and report on (a) the Caste System of India (b) the Indian Mutiny.</p> <p>Each committee prepare a time line comparing the history of Canada with that part of the Commonwealth which they are studying.</p> <p>As a member of a committee investigate and report on changes in and development of the Commonwealth countries in Asia, Africa, and the Carribbean which your class has chosen for study.</p> <p>Prepare a matching test which will require the students to match important events with the correct Commonwealth countries.</p> <p>Make a pictorial chart of the Commonwealth; Australia--brimmed hat; English--top hat, etc.; Canadian cowboy, lumberman, etc.; Africa--tropical gear; India--native dress.</p>	

UNIT III

HOW THE COMMONWEALTH CAME INTO BEING

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Proud Ages
Tait

Content

- h. Nkrumah.
- i. Republican status.
- j. Problems and conditions.
 - i. Dependence on one-crop economy.
 - ii. Political uprisings.
 - iii. Industrialization.
 - iv. Disease and illiteracy.

3. In Australia and New Zealand.
I—325-351, 351-363.
History and development from colonies to Commonwealth.

4. In the Caribbean, ONE of Jamaica, Trinidad.

C. FORMER MEMBERS OF THE COMMONWEALTH.

1. The American Colonies.
I—170-173, 180-186.
 - a. Typical colonies (Virginia and Massachusetts).
 - b. Names and locations of the first thirteen colonies.
 - c. Reasons for Revolutionary War.

2. In Europe: Ireland.
I—119-121.
 - a. Attempt to subjugate Ireland.
 - b. Religious difficulties.
 - c. Absentee landlords.
 - d. An uneasy union.
 - e. Irish nationalism triumphs.
 - f. Present status of Ireland.

3. In Africa: Union of South Africa.
I—371-395.
 - a. Dutch colony.
 - b. Coming of the British.
 - c. Causes of hostility.
 - d. Boer War.
 - e. Nationhood.
 - f. The builders: Rhodes, Botha, Smuts.
 - g. Racial Problems (apartheid).
 - h. Withdrawal from Commonwealth.

Suggested Treatment	Teacher's Notes
<p>On a chart set out the name of each Commonwealth member, how it was settled, first university (date and place), Prime Minister, and capital city.</p> <p>As a member of a committee, investigate and report on: Native peoples of Australia and New Zealand.</p> <p>Prepare a multiple-choice or a completion test on the history of the Commonwealth countries.</p> <p>Have each committee compile a quiz on the section of the Commonwealth that they prepared. Then have a contest to see which group can obtain the highest score.</p> <p>Draw a map of the original (thirteen) colonies established by the English in America.</p> <p>As a member of a committee investigate and report on the events which led to Irish independence.</p> <p>As a member of a committee investigate the report on the reasons for the withdrawal of South Africa from the Commonwealth.</p> <p>Write a short one-act play based on an incident in the life of: (a) Rhodes (b) Livingstone (c) Smuts (d) Nkruhama.</p> <p>As a member of a committee investigate and report on: The Problem of the African Negro.</p> <p>Construct an historical time line for the Union of South Africa placing numbers at important dates. Have the class match events against dates.</p>	

UNIT FOUR

HOW CANADIAN INSTITUTIONS HAVE BEEN

MODELLED ON BRITISH INSTITUTIONS

Note: Teachers may wish to combine this unit with Unit VI.

POINT OF VIEW

In introducing this unit it will be necessary to make sure that the members of the class grasp clearly the meaning of the word institutions. By means of discussion, it may be shown that they are the traditional or usual ways of doing things. They have been done that way so long that we have accepted them and continue to do so without thinking about them or questioning them. The class may also be led to appreciate that through these institutions our lives are most closely linked with the history of the past, and we in turn become part of history through the ways in which we modify institutions. Stress in this instance would fall on the effect rather than on the events of history. The British basis of our institutions is important as one of the ties which hold the Commonwealth together. As a first lesson the teacher might point out several institutions in the local community that are characteristically British. The class would be expected to add their own contributions as to the further evidence of the British nature of our culture. This should lead to a discussion of the nature and value of our institutions which are essentially British.

This whole unit could be developed through class discussion. In view of the method of approach the content will vary according to the local environment.

REFERENCES

PRIMARY REFERENCES

The Commonwealth of Nations, McDougall and Moore.
Your own community is the chief source of reference.

SECONDARY REFERENCES

Canada in the World Today, Rogers et al.
Social Studies Grade VIII Study Guide.

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Many of our Canadian customs are derived from the British.
2. Many customs of British origin have been modified through contact with non-British cultures.
3. Many of our institutions have resulted from the sacrifice and effort of great numbers of people.
4. Cultural institutions result from attempts to find solutions to problems.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired the habit:

5. Of looking objectively at our own customs.

ATTITUDES

The child should show that he has acquired an attitude:

6. Of intelligent respect for British tradition.
7. Of appreciation for the sacrifice and effort made by people who have contributed to our institutions.

SUGGESTED TIME--Maximum of two weeks.

UNIT IV

HOW CANADIAN INSTITUTIONS
HAVE BEEN MODELLED ON
BRITISH INSTITUTIONS

REFERENCES:

PRIMARY:

- I. *The Commonwealth of Nations*
McDougall and Moore

SECONDARY:

Canada in the World Today
Rogers et al.

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Study Guide

Content
I—509-514.
A. THE FAMILY.
1. Function of the family as a social unit.
2. Responsibilities and relationships of members.
a. Care of children.
b. Training of children.
c. Passing on of culture.
B. EVERYDAY WORK.
1. Pride in work.
2. Acceptance of Trade Unions.
3. Responsibility of management for the welfare of workers.
4. Apprenticeship.
5. Workmen's Compensation.
6. Pensions.
C. TRADE AND INDUSTRY.
1. Fair trade practices.
a. Standardization of weights and measures.
b. Non-adulteration of goods.
2. Formation of companies.
3. Banking--dependability of banks.
D. COMMUNICATIONS.
1. Language.
2. Radio and television (Partly private and partly government-operated).
3. The press.
E. HEALTH, WELFARE AND SAFETY.
1. Concern for Public Health.
2. Respect for policemen.
3. Respect for traffic regulations.

Suggested Treatment	Teacher's Notes
<p>Draw a tree chart of customs originating in Britain, using a large branch for each institution and offshoots for each aspect of that institution.</p> <p>Have the students write a paragraph about "Life in Our Home." Try to determine the child's attitude towards his family.</p> <p>Read to find social legislation enacted by the British Government since the 1890's. Compare this with the regulations of the Alberta Labor Act.</p> <p>Write a paragraph on British workmanship.</p> <p>Prepare an objective test on the Canadian institutions that have been modelled on British institutions.</p> <p>Investigate and report on "The Founding of the Bank of England."</p> <p>Give a spelling test based on a list of key words such as: patriarchal, traditional, apprenticeship, compensation, adulteration, suffrage.</p> <p>Prepare a matching test which will require the students to match key words as suggested with suitable sentence explanations.</p> <p>Make a short report on the origin of the "London Bobbie."</p>	

HOW CANADIAN INSTITUTIONS
HAVE BEEN MODELLED ON
BRITISH INSTITUTIONS

REFERENCES:

PRIMARY:

- I. *The Commonwealth of Nations*
McDougall and Moore

SECONDARY:

- Canada in the World Today*
Rogers, et al.

Social Studies Grade VIII
Study Guide

Content

I. GOVERNMENT.

1. Free speech.
2. Freedom of the press.
3. Parliamentary government.
4. The cabinet system.
5. Parliamentary procedures.
6. Universal suffrage.

II. JUSTICE.

1. Fair play.
2. Innocence until proven guilty.
3. Common law based on:
 - a. Respect for the individual.
 - b. Precedent

III. EDUCATION.

1. The grade system.
2. The right to an education.
3. Free education.

IV. RECREATION.

1. Fair play.
2. Team spirit.
3. Importance of relaxation through physical activity.
4. Games: golf, soccer, football.
5. Literature: drama, prose, poetry.
6. Radio.
7. Movies: The documentary film.

V. CHRISTIAN TRADITIONS.

1. Sunday observance as a day of rest and recreation.
2. Respect for the Christian Church.
3. Freedom of religion.

Suggested Treatment	Teacher's Notes
<p data-bbox="72 220 793 290">Make a dictionary of parliamentary terms e.g. wool sack, sergeant-at-arms.</p> <p data-bbox="72 463 843 562">Discuss the difference between justice in a British country and justice under a totali- tarian government.</p> <p data-bbox="72 592 815 662">Go to an encyclopedia to find the Marquis of Queensbury Rules of Boxing.</p> <p data-bbox="72 910 879 980">Read up the rules on cricket. Arrange a game with other members of your class.</p> <p data-bbox="72 1268 851 1427">When the major institutions included in the content have been discovered, form discussion groups to arrive at some of the characteristics of those institutions which we as Canadians have derived from the British people.</p> <p data-bbox="72 1457 882 1526">Write a paragraph about any one of the insti- tutions studied in this unit.</p>	

UNIT FIVE

HOW BRITAIN DEVELOPED

A

DEMOCRATIC GOVERNMENT

POINT OF VIEW

This is an historical unit but the teacher must use care that the pupils develop through this study certain definite concepts of our democratic government. In order that the student may emerge from the study of this unit with a grasp of the generalizations and the ability to support them with the essential facts, the study must be vitalized. The method chosen to achieve this result is the selection of a dramatic incident as a highlight of each historical period. (See incidents in boldface type in suggested treatment.) Such an incident could be the culmination of the development of each theme for that particular period. This treatment of the unit allows for division of the class into committees, one committee for each theme. However, in reporting, each group would acquaint the rest of the class with its findings for the period under consideration rather than for the entire theme at once.

In introducing this unit the teacher should ensure that each group clearly understands the present status with regard to the Queen, the parliament, the cabinet and prime minister, party government, the franchise, and the civil service. He should try to rouse enthusiasm for the study of the history of each of these headings. In theme one, the King, only those rulers should be studied in whose reign definite events indicate either the power or the limitations of the monarchy at the time. Similar treatment could also be given to the other themes.

REFERENCES

PRIMARY REFERENCES

The Commonwealth of Nations, McDougall and Moore.

SECONDARY REFERENCES

History, Second Series, Book IV, Firth and Horsfall.

Canada in the World Today, Rogers et al.

Social Studies Grade VIII Study Guide

Proud Ages, Tait.

Book 3, The Rise of Great Britain, Unstead.

Footprints in Time, Britain, Richardson and Thexton.

The British Heritage, Saywell and Ricker.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source, and for two secondary reference sources named above:

- I. *The Commonwealth of Nations*;
- III. *Grade VIII Social Studies Study Guide*;
- IV. *History, Second Series, book IV* E.g. (I—45-50) (III—55-58) (IV—63-66).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Changes in the British government have been evolutionary rather than revolutionary.
2. Gradually the responsibility of British government has shifted from the minority to the majority.
3. The growth of democratic government in Britain has been greatly influenced by the work of public-minded individuals.
4. Administering the decisions of Parliament requires the services of experts.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

5. Skill in directing his own committee procedures.
6. Skill in arriving at generalizations regarding the development of democratic government in Britain.
7. Skill in orally presenting ideas in an interesting manner.

ATTITUDES

The child should show that he has acquired an attitude:

8. Of appreciation of the advantages of improving government through gradual changes.
9. Of appreciation for the efforts of those who have contributed to the achievement of democratic government in Britain.

SUGGESTED TIME--A maximum of six weeks.

HOW BRITAIN DEVELOPED A DEMOCRATIC GOVERNMENT

REFERENCES:

PRIMARY:

- I. *The Commonwealth of Nations*
McDougall and Moore

SECONDARY:

- IV. *History, Second Series, Book IV*
Firth and Horsfall

Canada in the World Today
Rogers et al.

- III. *Social Studies Grade VIII*
Study Guide

Proud Ages
Tait

Book 3, The Rise of Great Britain
Unstead

Footprints in Time
Britain, Richardson and Thexton

The British Heritage
Saywell and Ricker

Content
A. THE FEUDAL PERIOD (ALFRED, 871, to HENRY III, 1272). I—41-45, 46-74, 88-90; III—63-64.
1. Anglo-Saxon Feudalism (871-1066).
a. England divided into small districts each with overlord. Thanes administered justice--trial by ordeal or fire.
b. King's power limited by powerful overlords. Witten assisted king in ruling.
c. Few taxes--no royal responsibility for roads or other public works--little trade with other countries.
d. Civil service--just as the king's personal servants.
2. Norman Feudalism (1066-1272).
a. William the Conqueror:
i. Kings own all the lands--lords forced to swear allegiance--strong centralized government.
ii. Domesday Book for taxation purposes.
iii. King's Council--advisory body of the king.
b. Richard I--spent so much time abroad that King's Council ruled the country.
c. Henry II--set up jury trials, circuit judges and grand juries--started customs duties.
d. John I--attempted to gain complete power from barons but was forced to sign Magna Carta.

Suggested Treatment	Teacher's Notes
<p>Form committees, each of which will investigate one of the themes of the unit.</p> <p>Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the MAGNA CARTA 1215.</p> <p>Have each committee prepare a quiz on the report they presented to the class. Then conduct a contest to see which group can answer the most questions. Prepare a matching contest consisting of key words and appropriate sentence explanations.</p> <p>Construct a time-line on the growth of democracy in Britain marking key dates. Have the class identify important events for these dates.</p> <p>Have the students write a paragraph on "Democracy, the Citizens' Responsibility." Refer to the attitude you are trying to establish with a direct quote. Make anecdotal records of instances where pupils show progress or retrogression with regard to this attitude.</p>	

HOW BRITAIN DEVELOPED A

DEMOCRATIC GOVERNMENT

REFERENCES:

PRIMARY:

- I. *The Commonwealth Of Nations*
McDougall and Moore

SECONDARY:

- IV. *History, Second Series, Book IV*
Firth and Horsfall

Canada in the World Today
Rogers et al.

- III. *Social Studies Grade VIII*
Study Guide

Proud Ages
Tait

Book 3, The Rise of Great Britain
Unstead

Footprints in Time
Britain, Richardson and Thexton

The British Heritage
Saywell and Ricker

Content
B. DECLINE OF FEUDALISM (1272-1485). I—74-77; III—64; IV—47-61. 1. Edward I's Model Parliament. 2. Wars of the Roses.
C. THE TUDOR PERIOD (1485-1603). I--77-80; III--64-66; IV--61-71. 1. Henry VII established Court of Star Chamber. Imposition of taxes to raise money for defence. The Livery and Maintenance Act--Prevented lords from keeping their own armies. Parliament contained more bishops and abbots than lay peers. 2. Henry VIII--secured support of Parliament to eliminate power of the Pope in England--state more powerful than church. 3. Elizabeth--the rise in power of Parliament--withdrawal of monopolies.
D. THE STUARTS AND THE COMMONWEALTH (1603-1688). I—80-82; III—63-68; IV—71-95. 1. James I--"Divine Right of Kings"--effect of not calling Parliament over a period of years. 2. Charles I--"Divine Right". Petition of Rights 1628--open conflict between king and parliament. 3. Commonwealth Rule--Cromwell as much a dictator as the king had been. 4. Restoration. a. Charles II--ruled through Parliament--selected a small executive (Cabinet). b. James II--attempted to rule against wishes of Parliament--bloodless revolution of 1688.

Suggested Treatment**Teacher's Notes**

Report to the rest of the class on one of the following: the power of the King, Parliament and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of EDWARD I'S MODEL PARLIAMENT 1295.

Report to the rest of the class on one of the following: the power of the King, Parliament and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service at the time of the COURT OF STAR CHAMBER 1487 and at the time of the Withdrawal of Monopolies 1601.

Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service at the time of the FLIGHT OF JAMES II.

HOW BRITAIN DEVELOPED A
DEMOCRATIC GOVERNMENT

REFERENCES:

PRIMARY:

I. *The Commonwealth Of Nations*,
McDougall and Moore

SECONDARY:

IV. *History, Second Series, Book IV*
Firth and Horsfall

Canada in the World Today
Rogers et al.

III. *Social Studies Grade VIII*
Study Guide

Proud Ages
Tait

Book 3, The Rise of Great Britain
Unstead

Footprints in Time
Britain, Richardson and Thexton

The British Heritage
Saywell and Ricker

Content
<p>E. THE RISE OF THE WHIGS AND TORY RIVALRY (1689-1815). I--85-87; IV--96-104.</p> <ol style="list-style-type: none"> 1. William of Orange--agreed to give up power to Parliament. (Bill of Rights 1689) 2. Growing power of Parliament. 3. Rise of the Party System. 4. Cabinet and Prime Minister. 5. George--attempted to regain lost monarchical power. <p>F. THE PERIOD OF POLITICAL REFORM (1816-1928). I--92-106; III--69; IV--104-112.</p> <ol style="list-style-type: none"> 1. First Reform Bill. 2. Chartist Movement. 3. Second Reform Bill. 4. Third Reform Bill. 5. Parliament Act 1911. 6. Woman Suffrage.

Suggested Treatment	Teacher's Notes
<p>Report to the rest of the class on one of the following: the power of the King, Parliament, and Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the APPOINTMENT OF LORD NORTH AS PRIME MINISTER 1770.</p> <p>Report to the rest of the class on one of the following: power of the King, Parliament, and the Cabinet (Prime Minister) OR on the development of Party Government, the Franchise, and the Civil Service (Justice) at the time of the PRESENTATION OF THE LAST CHARTIST PETITION TO PARLIAMENT-- AND THE PARLIAMENT ACT 1911.</p> <p>Make a chart showing the increase of votes from the First Reform Bill to the Representation of The People Act.</p> <p>Write a paragraph on one of the following: Gladstone, Disraeli, Lloyd George, Mrs. Pankhurst.</p> <p>Open Forum: Were the six demands of the Chartists reasonable?</p> <p>Make a pictorial representation of the six themes, using hallways of different lengths to indicate length of duration, and varying the width of the hallways to show increased or lessened importance.</p> <p>Construct a time-line showing the main steps in the development of democracy in Britain.</p>	

UNIT SIX

HOW BRITISH CULTURAL INFLUENCES ON CANADA

HAVE BEEN MODIFIED BY THOSE OF AMERICA

POINT OF VIEW

Throughout Grade VIII there has been emphasis on the British Commonwealth of Nations. From the study of Unit IV it might be assumed that our Canadian culture is British. However, our culture is partly American due to our proximity to the United States, our close relations with that country, and the presence of a number of Americans in Canada.

A good approach to this unit would be to examine certain phases of Canadian culture (e.g. food, clothing, and shelter; recreation) in order to determine the presence and extent of American influence. The unit could begin with a discussion of the means by which American influence on Canada is felt. The students could then be ready to form committees to investigate these American influences as outlined in the content of the unit.

REFERENCES

PRIMARY REFERENCES

I, *Commonwealth of Nations*; III, *Grade VIII Study Guide*

It will be seen from the content of this unit that other reference material will consist of pupil experience and observation, current magazines and newspapers, available yearbooks and almanacs, radio programs, T.V. programs.

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Our culture has been influenced in many ways by the United States both through direct contact and through other means of communication.
2. Those aspects of American culture which we have absorbed have been modified in the Canadian environment.
3. Our standard of living has been improved through the acceptance of American scientific advancements.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

4. Skill in distinguishing fact from opinion regarding America and American people.

ATTITUDES

The child should show that he has acquired:

5. An appreciation of the fact that one hundred years of peace have led to mutual trust and friendliness between Canada and the United States.
6. An attitude of respect for the American way of life as being so much like our own.

SUGGESTED TIME--A maximum of two weeks.

UNIT VI

HOW BRITISH CULTURAL
INFLUENCES ON CANADA
HAVE BEEN MODIFIED
BY THOSE OF AMERICA

REFERENCES:

PRIMARY:

- I. *Commonwealth of Nations*
- III. *Grade VIII Study Guide*

Content
I—468, 509-510; III—72-83.
A. THE MEANS BY WHICH AMERICAN INFLUENCE ON CANADA IS FELT.
1. Reading material--newspapers, magazines, books.
2. Relatives.
3. Tourist travel--visits to United States, visits from United States (proximity of Canadians to United States--90% live within 100 miles of border).
4. Entertainment--radio programs, movies, TV.
5. Business connections--manufacturing firms, oil industry.

DIRECTIONS TO STUDENT GROUPS PREPARING
REPORTS:

- a. Elect a chairman to direct the discussion and a secretary to record findings.
- b. Using current sources of information try to discover ways in which Americans are similar to and ways in which they are different from Canadians.

In this unit evaluation should be qualitative rather than quantitative.

Make notes on pupil competence in committee procedures.

Make collections of pictures from magazines to compare: Canadian and American (a) Homes and gardens (b) Public buildings, such as schools, churches, city halls. (c) Foods (d) Clothing.

Grade pupils according to their individual contributions in collecting pictures.

From a study of a week's program on your local stations find out (a) the percentage of time devoted to Canadian and American programs and (b) the types of programs recorded in each case.

List a number of radio programs and have the students state whether they are of Canadian or American origin.

UNIT VI

HOW BRITISH CULTURAL
INFLUENCES ON CANADA
HAVE BEEN MODIFIED
BY THOSE OF AMERICA

REFERENCES:

PRIMARY:

I. *Commonwealth of Nations*

III. *Grade VIII Study Guide*

Content
B. TEN AREAS OF LIVING AFFECTED BY AMERICAN CULTURE.
1. Food.
2. Clothing.
3. Shelter.
4. Recreation.
5. Leisure.
6. Religion.
7. Art.
8. Governing and guarding health.
9. Governing and guarding welfare.
10. Governing and guarding safety.

Suggested Treatment	Teacher's Notes
<p>Investigate the following organizations and institutions in order to discover if they have American origin:</p> <ol style="list-style-type: none"> Junior Red Cross. Blue Cross Organization. Blue Cross Hospitalization. Cancer society. National Parks. Farmers' organizations. Service Clubs--Rotary, Lions, Kiwanis, Gyro, Chamber of Commerce. <p>Use encyclopedias.</p> <p>Have the students write an essay on any one of the American organizations showing the extent to which the Canadian organization has spread throughout our country and the extent to which it has remained American.</p> <p>Through an open forum determine ways in which we are like Americans and ways in which we are unlike.</p> <p>Make a collection of cartoons dealing with Canadian and American relationships.</p> <p>Make a cartoon of your own to illustrate difference between the average American and average Canadian citizen.</p> <p>Prepare a matching test which requires the students to classify the customs and artifacts as British, American or purely Canadian in origin. (e.g. cricket, lacrosse, basketball, Chamber of Commerce, Thanksgiving, etc.)</p>	

SUMMARY OF REFERENCES--GRADE VIII

PRIMARY REFERENCES

The Modern Commonwealth, Kostek, Braund and Woods.
The Commonwealth of Nations, McDougall and Moore.

SECONDARY REFERENCES

New World Geography for Canadian Schools, Denton and Lord.
British Institutions--History Through the Ages,
Second Series, Book IV. (Oxford University Press).
History, Second Series Book IV--Growth of British Democracy
At Home and Overseas, Firth, and Horsfall.
The World--A General Geography, Stamp and Kimble.
Canada Year Book, The Official Handbook (Queen's Printer, Ottawa).
The British Commonwealth and Empire, Masfield.
Canada in the World Today, Rogers, Adams, Brown.
Australia and New Zealand, Irwin and Irwin.
Social Studies Grade VIII Study Guide.

ATLASES

Classroom Atlas (Rand McNally).
Dent's Canadian School Atlas.
Modern Canadian Atlas of the World (Ryerson).
(Inexpensive paper bound atlas.)
Canadian Oxford School Atlas.

PERIODICALS

World Affairs (705 Young Street, Toronto 5, Ontario).
Junior Scholastic (351 Fourth Avenue, New York 10, N.Y.)

TEACHER'S REFERENCES

Picture Sets from U.K. Information Office (\$2 a year).
Pictorial Education.

TEACHER'S REFERENCES

- 1--Quillen and Hanna, *Education for Social Competence*
(Chicago), Scott Foresman, 1948, 52 pp.
- 2--Johnson, *Theory and Practice of the Social Studies*,
Macmillan, 1956, 476 pp.
- 3--Bining and Bining, *Teaching the Social Studies in Secondary*
Schools, 1952 edition, McGraw-Hill, 350 pp.
- 4--Wrightstone, Justman and Robbins, *Evaluation in Modern*
Education, American Book Co., 1956, 481 pp.

FILMS AND FILMSTRIPS

See the Film and Filmstrip Catalogs of the Audio-Visual Aids Branch, Department of Education. Extra copies of Part One (Classified List) of the Film Catalog and of the Filmstrip Catalog can be procured by having the Principal write to the Audio-Visual Aids Branch. In these Catalogs films and filmstrips are listed for EACH UNIT in the Social Studies Junior High School program. A section also lists films and filmstrips for Language.

CHAPTER III

UNIT OUTLINES FOR GRADE NINE

Canada in the Western World

UNIT ONE -- ENVIRONMENT AFFECTS LIVING

POINT OF VIEW

The relationship between environment and living, some aspects of which have already been studied in Grades VII and VIII, is now to be considered from a wider viewpoint. The time has come to make a comparative study of the effects of the various types of environment upon living. To this end, the unit outline directs the attention of pupils to the countries of the western world, while the section on general geographical knowledge carries the study and comparison into the world beyond our doors.

Pupils in Grade IX, being more mature than those in the two previous grades, will be better able to draw generalizations from the data which they gather and to assess the results in terms of standards of living. This desirable end is less likely to be accomplished if the geographical environment alone is studied. The social environment might be considered as it grows out of adjustments made to the natural environment and in turn leaves its mark on people. The overview of the unit, *Factors Influencing Settlement in Various Parts of the Western World*, will assist the pupils to be aware of and look for relationships between the geographical and social environment.

It should be noted that as the study of the unit progresses the students should become acquainted with the different types of maps in use for geographical studies today, as well as with the advantages and disadvantages of each kind. Some types of maps which might very well be included are: The Mercator projection, the conic, equal area, polar. Knowledge of climatic symbols and the contour map will also form a part of the work of this unit. See pages 379-400 *World Geography*, Bradley.

The introduction to this unit could very well take the form of a class discussion on the features of the local environment which have attracted settlers and which continue to attract newcomers. Such a discussion could lead right into the overview of the unit.

REFERENCES

PRIMARY REFERENCES

Canada in the Western World, McDougall and Finn.
World Geography, Bradley.

SECONDARY REFERENCES

The Official Handbook (*Canada*, 1968, or current year).
Discovering Geography: Industry, Stamp.
Living in the Social World, Quinn and Repke.

ATLASES

Classroom Atlas
Canadian School Atlas
Modern Canadian Atlas of the World

NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary references sources named above:

- I. *Canada in the Western World*;
- II. *World Geography*. E.g. (I—67-86) (II—40-49).

Canada in the Western World offers a variety of activities pertinent to the work of the unit. As these activities have a wide range of difficulty, they are included in the "Suggested Treatment" column of the grid under two headings, Group A and Group B in each unit. Those exercises placed in Group B have been chosen especially with a view to offering a challenge to the brighter pupils in the grade.

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Standard of living is related to but not entirely dependent upon geographical factors.
2. Cultural development is influenced by the physical environment.
3. Favorable climate, natural resources, and geographical position are needed for the development of a highly industrialized culture.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

4. An increased skill in reading and using climatic and altitude symbols on maps.
5. The ability to take part in a discussion which requires him to use factors with which he is familiar.
6. The habit of listening to and reading critically news items concerning the economic life of different peoples.
7. Skill in delivering a report from short notes.

ATTITUDES

The child should show that he has acquired an attitude:

8. Of curiosity regarding the living standards of other peoples and the factors governing those standards.
9. Of intelligent interest in efforts to direct or control economic development.

SUGGESTED TIME--A maximum of ten weeks.

UNIT I

ENVIRONMENT AFFECTS LIVING

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn
- II. *World Geography*
Bradley

SECONDARY:

- Canada, 1968, or current year*
The Official Handbook
Discovering Geography
Industry, Stamp
Living in the Social World
Quinn and Repke

Content

OVERVIEW: FACTORS INFLUENCING SETTLEMENT
IN VARIOUS PARTS OF THE WESTERN WORLD:
(I—5-18) (II—1-18).

1. Language.
2. Religion.
3. Government.
4. Agricultural opportunities.
5. Transportation and communication.
6. Opportunities for trade.
7. Type of culture.
8. Standard of living--influenced by:
 - a. Density of population (II—52,53).
 - b. Natural Resources (II—46-48).
 - c. Trade (II—49).
 - d. Interchange of Ideas.
9. Surface and climate.

I. GENERAL GEOGRAPHY: ITS APPLICATION
TO THE AMERICAS.
(I—21-26) (II—32-46).

1. Factors influencing climate.
 - a. Latitude (I—21).
 - b. Air pressure and winds.
 - c. Precipitation.
 - d. Nearness to large bodies of water.
 - e. Ocean currents.
2. Surface features and natural regions.
 - a. Tundra regions (I—28-30) (II—48-64).
 - b. Northern forest regions (I—30-32) (II—62-70).
 - c. West coast marine climate lands. (I—32-36) (II—72-84).
 - d. Mediterranean-type climates. (I—36-37) (II—84-88).
 - e. Desert lands (I—39) (II—90-110).
 - f. Dry grasslands (I—40-41) (II—111-129).
 - g. Humid continental climates. (I—41-43) (II—129-146).
 - h. Humid sub-tropical climates. (I—43,44) (II—147-161).
 - i. The savannas (I—45) (II—163-170).

UNIT I

ENVIRONMENT AFFECTS LIVING

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn
- II. *World Geography*
Bradley

SECONDARY:

- Canada, 1968, or current year*
The Official Handbook
Discovering Geography
Industry, Stamp
Living in the Social World
Quinn and Repke

Content

- j. Tropical jungles (I—47-50)
(II—170-173).
- k. Mountain regions (I—51) (II—
176-191).
- l. Hill regions (I—51) (II—191-194).
- m. Plateau Region (I—51-54)
(II—197-200).
- n. Plains (I—54,55) (II—201-210).

II. THE USE OF NATURAL AND HUMAN RESOURCES
DETERMINES STANDARD OF LIVING:

Application of this Principle to
Latin America.

1. Development of human resources.
(II—235-247) (I—373-387).
2. Development of agricultural resources
(II—214-227) (I—389-391).
3. Development of mineral resources.
(II—248-269) (I—391-397).
4. Development of electric power.
(I—397-403).
5. Development of manufacturing.
(I—404-409) (II—278-292).
6. Development of social legislation.
(I—408-409).
7. Development of transportation and
communication (I—413-420)
(II—295-320).
8. Development of trade (I—423-431).

Suggested Treatment	Teacher's Notes
<p>Group A</p> <p>Page 387 - Test Your Understanding.</p> <p>Page 410 - Test Your Understanding.</p> <p>Page 388 - 3, 5.</p> <p>Page 410 - 6.</p> <p>Page 421 - 8, 9.</p> <p>Page 432 - 4.</p> <p>Group B</p> <p>Page 388 - Vocabulary, 2,6.</p> <p>Page 410 - 1, 2, 5.</p> <p>Page 421 - 5, 8, 9.</p> <p>Have the pupils write an essay in which they use the knowledge gained in this sub-problem to compare Canada and the United States with Latin America with respect to each of the sub-headings in this content. (Information on Canada and the United States should come partly from background knowledge of the pupils, from current news as well as from other references. The essay will be better done if the writing is preceded by class discussion and class preparation of an outline.)</p>	

UNIT TWO

INDUSTRIAL EXPANSION HAS LED TO BUSINESS ORGANIZATION

POINT OF VIEW

While the pupils were studying Unit I of this course they learned that the natural environment gives to people living in some regions an advantage in the development of manufacturing industries. Canada possesses several such regions, one of which is our own province of Alberta. Although industrial growth here started fairly recently, every school child in the province is close enough to a factory--sugar refinery, vegetable or milk cannery, packing plant, oil refinery, flour or saw mill--as well as to a large retail or wholesale firm handling the produce of these factories to have some knowledge of working condition and business management. Grade IX students are interested in both of these aspects of modern living because the time when they will affect their own lives even more directly is not far distant. To understand present day labor and business organization the pupil might examine local conditions and delve into their historical background.

Before investigating the past, the pupils could, through class discussion, assess their own knowledge of conditions in local factories and what types of business firms operate in the community. It will appear that the eight-hour day, holidays with pay, and safety devices and campaigns in industry are familiar concepts. This is true, too, of the single proprietorship exemplified in the corner store, business corporations with limited liability, co-operative societies and credit unions. Preliminary class discussions could be used to bring out these two facts about modern industrial life--the existence of common labor standards and the division of business organizations into a number of distinct types. The latter may now be shelved while the students examine modern working conditions and explore their history. The question now arises, "Who is responsible for regulations affecting labor?" The detailed study of the unit could begin with an examination of types of labor organization in Canada and the United States and the history of how these have come into existence.

REFERENCES

PRIMARY REFERENCES

Canada in the Western World, McDougall and Finn.

SECONDARY REFERENCES

Canada, 1968, or current year.

Building our Life Together, Arnold and Banks

Living in the Social World, Quinn and Repke

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

- I. *Canada in the Western World*. (E.g. I—38-42)

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Working conditions have been regulated because of the legitimate demands of the workers themselves.
2. Large-scale production is made possible by the investment of large amounts of capital commonly administered by corporations.
3. Governments provide social services and conduct businesses which private enterprise for a number of reasons does not undertake.
4. Management and labor are interdependent.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

5. The ability to prepare an outline and use it as the basis for writing an essay.
6. Skill in reading a body of material to find the answers to given questions.



7. The ability to make time lines and use these in making comparisons between different historical periods.
8. The habit of examining historical events in the light of developments in his own time.

ATTITUDES

The child should show that he has acquired:

9. An attitude of appreciation of the complexity of the problems which have arisen as a result of large scale industrialization.
10. An attitude of appreciation for social benefits obtained through the operation of democratic government.

SUGGESTED TIME--A maximum of five weeks.

INDUSTRIAL EXPANSION HAS LED
TO BUSINESS ORGANIZATION

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

- Canada, 1968, or current year*
Building our Life Together
Arnold and Banks
- Living in the Social World*
Quinn and Repke

Content
OVERVIEW: (PRELIMINARY DISCUSSION).
1. Ways in which labor is regulated in local industries: Hours, wages, safety precautions, school leaving age, workmen's compensation, unemployment insurance, union activities.
2. Types of businesses found in the community; single proprietor, partnerships, corporations with limited liability, co-operative businesses (e.g. credit unions).
A. ORGANIZATION AND REGULATION OF LABOR.
1. Organization of labor in Canada and the United States (I—339-345). a. Types of unions. b. National and international unions. c. Canadian unions: T.L.C., C.C.L., N.C.C.L. d. History of labor movement. e. Problems concerning labor and management.
2. Government Regulation of Labor in Alberta-The Alberta Labor Act. (I—345-349). a. Wages. b. Hours of work. c. Union membership. d. Safety and welfare regulations. e. Compulsory education. f. Workmen's compensation.
3. Other Social Legislation Affecting Workers. The Dominion Government official handbook (<i>Canada, 1968, or Current Year</i>). a. Unemployment insurance. b. Housing acts. c. Family allowances. d. Old age pensions.
4. Local Measures. a. Hospitalization and medical service schemes (municipal and provincial governments). b. Local Welfare Agency.

Suggested Treatment	Teacher's Notes
<p>Through a class discussion examine the working conditions and business organization on the local scene.</p> <p>List local firms with which your family deals and state the type of business organization of each.</p> <p>Page 328 - Vocabulary, Something To Do - 5.</p> <p>Have the pupils make an outline of the different types of labor unions, illustrating them from existing Canadian and American organizations.</p> <p>Have the pupils write a paragraph using the above outline as a basis.</p> <p>Page 328 - Something To do - 3, 4, 7.</p> <p>Make a time line of social legislation studied in this sub-problem.</p> <p>Page 328 - Something To Do - 1, 2.</p> <p>Prepare and give to the pupils a matching test on social legislation in Canada.</p>	

UNIT II

INDUSTRIAL EXPANSION HAS LED
TO BUSINESS ORGANIZATION

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

Canada, 1968, or current year
Building our Life Together
Arnold and Banks
Living in the Social World
Quinn and Repke

Content

B. HISTORICAL BACKGROUND OF REGULATION
OF WORKING CONDITIONS (I—329-339).

1. Effect of industrial revolution
and breakdown of guilds on workers.
 - a. Low wages.
 - b. Long hours.
 - c. Poor food, clothing and housing.
 - d. Child labor.
2. The Reformers.
 - a. Robert Owen.
 - b. Lord Shaftesbury.
 - c. William Cobbett.
 - d. Robert Peel.
3. The Reforms.
 - a. Factory Acts.
 - b. Mines Act.
 - c. Abolition of Combination Acts
and Corn Laws.
 - d. Poor Law.
 - e. Ten Hour Act.
 - f. Housing Acts.
 - g. National Health Act.
 - h. Workmen's Compensation.
 - i. Unemployment Insurance.
 - j. Old Age Pensions.
4. The Labor Movement.
 - a. Repeal of Combination Acts.
 - b. Introduction of "collective
action".
 - c. Foundation of Labor Party.

Suggested Treatment	Teacher's Notes
<p>Read carefully in a history or encyclopedia about any one of the Reformers listed in the "Concepts to Develop".</p> <p>Through discussion lead the pupils to discover why social legislation in Canada was much later than in Britain.</p> <p>Have the pupils write a paragraph about the work of any one of the reformers studied in this sub-problem.</p> <p>Make a time line of social legislation in Britain, using the same scale as you did for the Canadian time line.</p> <p>Lead the pupils to discover through discussion why there is no "Labor Party" in Canada.</p>	

INDUSTRIAL EXPANSION HAS LED TO BUSINESS ORGANIZATION

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

- Canada, 1968, or current year*
Building our Life Together
Arnold and Banks
- Living in the Social World*
Quinn and Repke

Content
C. HISTORY OF ORGANIZATION OF BUSINESS. (I—317-328).
1. Trading companies.
a. Regulated corporation.
b. Joint stock company.
2. New needs arising out of Industrial Revolution.
a. Large amounts of capital needed.
b. Large profits meant large sums for investment.
c. Risks meant need for protection.
3. New types of organization.
a. General partnership.
b. Limited partnership.
c. Corporations.
d. Co-operative enterprises.
e. Government enterprises.
f. Cartels.
g. Trust companies.
4. Co-operative enterprises in Alberta.
a. U.F.A.
b. U.G.G.
c. Wheat Pool.

UNIT THREE

AMERICAN CULTURE WAS DEVELOPED THROUGH EUROPEAN SETTLEMENT

POINT OF VIEW

To the average Grade IX student the adjective "American" refers to the United States of America. However, when the topic of this unit is introduced pupils will notice the use of the plural "cultures" and will readily see that the term American here refers to all peoples of the new world. In this sense our Canadian culture is also an American culture.

The student is aware of our Canadian way of life both from experience and from units in the Grade VII and VIII program. Unit VI of the latter course helped pupils to see how our culture has been influenced by that of the United States and, to some extent, where our individuality has been maintained. In Unit III of the same year's work the founding of the American colonies and their subsequent loss to the British Empire received attention. Unit I, Grade IX, gave the pupils an opportunity to explore the geography and economic life of several regions in the Americas. Beyond this the children's knowledge of the United States is fragmentary as they have gained it from casual reading and brief visits. Of the Latin American countries they have even less awareness because of the almost total lack of contact. In this unit attention is focused on the history of the settlement of the United States and their Latin American neighbors. Although Latin America has received the major share of attention in the quiz contained in the overview, any extra weight of emphasis throughout the unit may well be placed on the United States because of its proximity to and close relations with Canada.

In order to introduce this unit the teacher may prepare a short-answer quiz to bring out the pupils' own background of knowledge. Exploration and early settlement by the Spanish and Portuguese, the presence of highly civilized native tribes in some regions (Mayas, Incas), the change from colonial to independent status, could form the subject matter of the quiz.

This unit is suited to the preparation of reports by groups of students. However, care should be taken that the study is complete. A good plan would be for the teacher to place on the blackboard an outline of the unit showing the problem and sub-problems properly related to each other. This outline may be built by the teacher and student together, depending upon the ability of the class. The next step could be for the class to decide, under the guidance of the teacher, those parts of the unit to be studied by student investigation. The appointment of choice of leaders and group members could then be attended to, followed by the selection of a specific area of subject matter for each group to study. Those areas not chosen for group study could be taught by the teacher, who could constantly relate his own contribution and the material presented by the groups to the problem of the unit.

REFERENCES

PRIMARY REFERENCES

Canada in the Western World, McDougall and Finn.
World Geography, Bradley.

SECONDARY REFERENCES

Canada, 1968, or current year.
This is America's Story, Wilder, Ludlum and Brown.
Our Latin American Neighbors, Brown, Bailey and Hering.
Across the Ages, Capen.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the two primary references sources named above:

- I. *Canada in the Western World*;
- II. *World Geography*. E.g. (I—56-60); (II—43-45).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Early settlement determined the type of culture developed in different parts of the Americas.
2. Differences in language, customs, and economic development tended to keep Latin America apart from United States and Canada during the pioneer period.
3. As certain American countries have become highly industrialized, trade among countries of the new world has increased.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

4. The ability to carry on his studies through group methods with an increasing degree of independence.
5. Skill in determining causes and effect in the cultural development of the American countries.
6. The habit of regarding himself along with other peoples of the western hemisphere as American.

ATTITUDES

The child should show that he has acquired an attitude:

7. Of appreciation of the common problems and interests of American peoples.
8. Of appreciation of the advantages of closer unity among American peoples.
9. Of interest in the history of the United States and Latin America.

SUGGESTED TIME--A maximum of ten weeks.

AMERICAN CULTURE WAS DEVELOPED THROUGH EUROPEAN SETTLEMENT

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn
- II. *World Geography*
Bradley

SECONDARY:

- Canada, 1968, or current year*
This is America's Story
Wilder, Ludlum and Brown
- Our Latin American Neighbors*
Brown, Bailey and Hering
- Across the Ages*
Capen

Content

OVERVIEW: INTRODUCTORY QUIZ.

1. Use of term "Latin America".
2. Some Latin American countries; their capitals and location in climatic zones.
3. Early exploration and settlement.
 - a. Spanish and Portuguese in Latin America.
 - b. British and other colonies.
4. Native inhabitants encountered.
5. Countries held as colonies today.
6. Countries which gained independence through revolution.

A. MOVEMENTS OF PEOPLES TO AND WITHIN THE AMERICAS.

1. The Caribbean Region (by the Spaniards) (I-79-104).
 - a. Cuba and Hispaniola--Columbus, 1492.
 - b. Panama--Pizarro and Balboa, 1513.
 - c. Mexico--Cortez, 1519 - 1525.
(Northern and Southern Mexico--Alvarado, Coronado, 1523, 1540).
 - d. Florida and other areas adjacent to Mexico; e.g., California, 1512 and later.
2. South America.
 - a. Spanish penetration and settlement (I-107-112, 116-123).
 - i. Peru--Pizarro, 1531.
 - ii. Chile--Valdivia, 1540.
 - iii. Columbia--Queseda, 1536.
 - iv. Argentina (the Plato)--Mendoza, 1534.
 - b. Portuguese penetration and settlement. (I-124-126).
Brazil--Cabral, 1500 Sousa, 1532.
3. The United States (colonial period). (I-173-191).
 - a. From Britain to Virginia, Maryland, the Carolinas, Georgia.
 - b. Pilgrims to New England.
 - c. Puritans to New England.
 - d. Dutch to New Amsterdam.
 - e. Swedes to New Sweden.
 - f. Spanish to Louisiana.

Suggested Treatment	Teacher's Notes
<p>Prepare outline of unit. Select areas to be studied. Choose leaders and organize groups. Prepare reports.</p> <p>Deliver reports in the order in which they appear in the outline for the unit.</p> <p>Prepare and give to the children a quiz to collect the facts they already know about the Americas.</p> <p>Group B</p> <p>Page 77 - Test Your Understanding. Page 77 - Map Exercise. Page 78 - Something To Do - 4. Page 104 - Test Your Understanding. Page 105 - Map Exercise. Page 105 - Something To Do - 5, 8. Page 145 - Test Your Understanding. Page 145 - Vocabulary. Page 191 - Test Your Understanding. Page 191 - Map Exercise. Page 276 - Test Your Understanding - 1, 3, 4, 5, 10. Page 276 - Map Exercise - 1. Page 277 - Something To Do.</p> <p>On an outline map of the Caribbean region and South America have the children place the names of countries and of the founders of the original settlements.</p>	

AMERICAN CULTURE WAS DEVELOPED
THROUGH EUROPEAN SETTLEMENT

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn
- II. *World Geography*
Bradley

SECONDARY:

- Canada, 1968, or current year*
- This is America's Story*
Wilder, Ludlum and Brown
- Our Latin American Neighbors*
Brown, Bailey and Hering
- Across The Ages*
Capen

Content
4. The United States (internal movements) (I-259-276). a. Before 1800. i. "Long hunters" and backwoodsmen through the Cumberland Gap (Daniel Boone). ii. Across the Ohio River into the old Northwest (Ordinance of 1787). b. After 1800. i. Southerners into Florida. ii. With Austin to Texas. iii. By the Oregon Trail to fertile land. iv. For trade, settlement and gold to California. v. To settle the western prairies (Homestead Act, 1862, railway building, 1860's). 5. The United States (immigration). (I-291-301). a. From Ireland (1820-1850). b. From Germany (1850-1890). c. From Scandinavia (1880's). d. From southern and eastern Europe (1890-1920). e. From China (1860's, 1385-1920). f. From Japan (1900-1924). g. From Africa (1700-1808) (I-259).

Suggested Treatment	Teacher's Notes
<p>Direct the class to write a paragraph comparing U.S. and Latin American settlement under the following headings:</p> <ul style="list-style-type: none"> a. Reasons for settlement. b. Life of settlers. <p>Make a list of movements of people to and within the U.S. Have the children arrange these in chronological order.</p> <p>Prepare and give to the class a multiple choice test on the immigrants, their reasons for coming to the United States and their place in American life.</p>	

UNIT III

AMERICAN CULTURE WAS DEVELOPED
THROUGH EUROPEAN SETTLEMENT

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn
- II. *World Geography*
Bradley

SECONDARY:

- Canada, 1968, or current year*
This is America's Story
Wilder, Ludlum and Brown
Our Latin American Neighbors
Brown, Bailey and Harring
Across The Ages
Capen

Content

B. HOW SETTLERS IN AMERICA DEVELOPED
DISTINCTIVE CULTURES (I-96-101;
132-135; 272-280).

1. Economic life and customs.
 - a. As affected by geography: occupations, shelter, clothing, food.
 - b. As affected by existing native cultures: crops, food, beverages, skills, fine arts.
 - c. As affected by the culture brought from the homelands: language, religion, recreation, ways of working.
2. Struggle for Independence.
(I-197-206; 207-219; 221-228; 131-140).
 - a. Reasons and opportunity for revolt.
 - b. Leadership available.
 - c. The United States makes the first break.

C. MODERN CONDITIONS AND PROBLEMS.

1. Arising out of government.
Unstable governments in the Latin Americas since the gaining of independence. (I-134-138; 215-218).
2. Arising out of industrialization
(raw materials, markets, labor).
3. Arising out of relations within the Western Hemisphere.
 - a. Increase in trade.
 - b. The Pan-American Union.
 - c. American-Canadian joint defence plans.
4. Arising out of relations with the world beyond the Western Hemisphere.
 - a. Canada and the Commonwealth.
 - b. The Americas and the United Nations.
 - c. The Americas and NATO.

UNIT FOUR

THE EFFECT OF INDUSTRY ON HOME AND COUNTRY LIVING

POINT OF VIEW

The study of geography, economics, and history in this program places emphasis on Canada in relation to the rest of the world. From this broad outlook, the attention of the student should now be focused on his local community where influence of the modern industrial world affect his every day living. Man's production, made possible by mechanization, has brought into the immediate physical environment artifacts which have greatly modified social living.

Many of our modern day problems stem from man's inability to keep social progress abreast with material development. The child studying this unit will examine objectively the effects of this material development on family and community. A serious assessment of family life with its ties, of the function of the home and its place in the community is basic to good citizenship.

Since the unit deals with the immediate environment and the familiar aspects of group living, urban or rural, procedure may be based largely upon class discussion. In the opening discussion the pupils might compare their activities on an ordinary day with those of children in pioneer times. Individual and group reports could well be directed to topics such as "Home Planning", "Furnishing a House", and "Electrification Affects Rural Living".

REFERENCES

PRIMARY REFERENCES

Canada in the Western World, McDougall and Finn.

SECONDARY REFERENCES

The Official Handbook (*Canada*, 1968, or current year).
Living in our Communities, Krug, Quillen and Simpson.
Building our Life Together, Arnold and Banks.
Living in the Social World, Quinn and Repke.
Across The Ages, Capen.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

- I. *Canada in the Western World* E.g. (I-95-116).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Modern industrialism has created many problems in both the family and community.
2. Each individual must accept his responsibilities in family living.
3. Because of the tremendous increase in labor-saving devices in the home and community all members of the family have an increased amount of leisure.
4. The local government provides many social services.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

5. Good habits in regard to the use of his leisure time.
6. The ability to contribute effectively to the discussion with material drawn from his own experience.

ATTITUDES

The child should show that he has acquired:

7. An appreciation of the value of a happy well-balanced home environment.
8. An appreciation of the services rendered by a modern community.
9. A willingness to criticize constructively his own contributions to family life.

SUGGESTED TIME--A maximum of two weeks.

THE EFFECT OF INDUSTRY ON
HOME AND COUNTRY LIVING

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

- Canada, 1968, or current year*
Living in our Communities
Krug, Quillen and Simpson
Building our Life Together
Arnold and Banks
Living in the Social World
Quinn and Repke
Across The Ages
Capen

Content
A. THE FAMILY (I-351-352).
1. Function in present day as compared with pioneer times.
2. Family circle.
a. Role of father, mother and children.
b. Responsibilities of individual members (co-operative unit or team).
3. Health, education, recreation of each family member.
B. THE HOME (I-352-355).
1. Physical aspects--planning, building materials, plumbing, heating, air conditioning, furnishings, landscaping, surroundings.
2. Effect of labor saving devices--washing machines, refrigerators, telephones.
3. Housing problems--social legislation, slum clearance.
4. Urban and rural living.

Suggested Treatment	Teacher's Notes
<p>Page 367 - Vocabulary</p> <p>Page 368 - 4.</p> <p>Page 368 - Something To Do - 2, 5.</p> <p>Have the pupils prepare summaries (side by side) showing similarities and differences of family living in pioneer days and at the present time.</p> <p>Write a paragraph about the difference between your home and the homes your parents grew up in.</p> <p>Have the students classify a list of new materials under the general headings: wood, metallic and plastic or synthetic.</p>	

THE EFFECT OF INDUSTRY ON

HOME AND COUNTRY LIVING

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

Canada, 1968, or current year
Living in our Communities

Krug, Quillen and Simpson
Building our Life Together

Arnold and Banks
Living in the Social World

Quinn and Repke
Across the Ages

Capen

Content

C. THE COMMUNITY (I—355-359).

1. Definition.
2. Community problems in early days
as compared with present day.
3. Community living--interdependence
of people within a community.
Types of services rendered (pro-
fessional, recreational, etc.)
4. Effects of industrialism on
community living.
 - a. Shift from rural to urban.
 - b. Community planning.
5. Present day social and special
services.
 - a. Sanitation--sewage and garbage,
health inspectors.
 - b. Care of the sick--hospitals,
sanitoriums, block banks.
 - c. Interest in community welfare--
service clubs, Y.M.C.A.,
Y.W.C.A.

Suggested Treatment	Teacher's Notes
<p data-bbox="68 286 808 413">Write a letter to a friend living in the city (or in the country if you live in the city) to find out the difference between rural and urban living.</p> <p data-bbox="68 544 791 608">Have the pupils write a paragraph on the topic "Interdependence in the Community".</p>	

UNIT FIVE

DEMOCRATIC GOVERNMENT

in

CANADA

POINT OF VIEW

When a unit of study at the junior high school level is focused upon government the problem lies in removing it from the abstract to the realm of reality. In Grade VII when local government was studied this purpose may have been accomplished through analogy, likening the local administration to a baseball team. Again, in Grade VIII a study of the development of democratic institutions in Britain may have revolved about a core of dramatic incidents. This unit of the Grade IX program is designed to acquaint the pupil with the provincial and federal aspects of government and to link these with both the local and the British scene. It may be advisable to approach this study through our immediate contacts with both governments.

The introduction of this unit could be made by means of class discussions. A leading question could be "In our everyday lives how are we aware of the operation of the government?" As the examples are given they may be listed under three headings: federal, provincial, and local. Here are a number of examples which are likely to be cited. When you post a letter you use a service of the federal government. Traffic regulations are the work of the local administration. When you buy gasoline or an automobile licence you pay money into the provincial treasury. On returning from a holiday in the United States you visit a Dominion Government Customs Office. National Parks where we spend a holiday are maintained by the same government. On the other hand public works such as road building would appear in all three columns as would the administration of justice. This discussion would probably occupy two class periods.

We may now focus our attention upon our contacts with the federal and provincial governments with the object of formulating the questions which we expect to be able to answer during the course of our study of the unit. How are the powers divided between these two governments? What is the machinery of government in each case? What is the course of a bill in its passage through parliament? The grid which follows is so arranged as to assist pupils to investigate these and other problems to their satisfaction.

REFERENCES

PRIMARY REFERENCES

Canada in the Western World, McDougall and Finn.

SECONDARY REFERENCES

The Official Handbook (*Canada*, 1968, or current year).
Our Provincial Government

TEACHER REFERENCE

Canadian Democracy in Action, Brown.

NOTE CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

I. *Canada in the Western World* E.g. (I-99-105).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. A division of powers between the federal and provincial governments makes greater efficiency possible.
2. The complexities of modern living have greatly increased the work of the government.
3. An essential feature of democratic government is its ability to change to meet new situations.
4. Over a period of time the government in a democratic country cannot over-ride the wishes of the majority of the people.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

5. The ability to take part in a meeting conducted according to parliamentary procedure.
6. The habit of keeping laws formulated through the democratic process of government.

ATTITUDES

The child should show that he has acquired an attitude:

7. Of respect for the laws that are formulated by our democratic government.
8. Of faith in the principles of democratic government.

SUGGESTED TIME--Maximum of seven weeks.

DEMOCRATIC GOVERNMENT

IN CANADA

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

- The Official Handbook (*Canada*,
1968, or current year)

TEACHER:

- Canadian Democracy in Action*
Brown

Content

- A.
 1. The machinery of government(I—231-232).
 - a. British--Queen, Prime Minister, Cabinet, two Houses of Parliament, Departments.
 - b. Canada--Queen, Governor-General, Prime Minister, Cabinet, two Houses of Parliament, Departments, Administrative Boards.
 - c. Province--Lieutenant-Governor, Premier, Cabinet, Legislative Assembly, Departments, Administrative Boards.
 2. Division of powers by B.N.A. Act. (I—239-243).
 - a. Federal powers.
 - i. Power to make laws for the peace, order and good government of Canada in relation to all matters not assigned exclusively to the provinces.
 - ii. Unlimited powers of taxation.
 - b. Provincial powers.
 - i. Education.
 - ii. Administration of justice.
 - iii. Municipal institutions.
 - iv. Establishment and maintenance of prisons and hospitals.
 - v. Administration of public lands
 - vi. Regulation of labor.
 - vii. Direct taxation to raise revenue for provincial purposes.
 - c. Legislation required to change division of powers (E.g. For enactment of unemployment insurance by Federal Government).
 3. The passage of a bill through parliament. (I—248-250).
 - a. Federal.
 - b. Provincial.

Suggested Treatment	Teacher's Notes
<p>Page 255 - Test Your Understanding - 1.</p> <p>Page 256 - 7.</p> <p>Prepare a chart showing the machinery of government--Britain, Canada, and the provinces. Use parallel columns so that likenesses and differences may be noted at a glance.</p> <p>From your reference book list the powers of federal and provincial governments. Learn the lists.</p> <p>Page 256 - 2, 6.</p> <p>Investigate the history of unemployment insurance in Canada.</p> <p>Write an essay on this topic. Give reasons for the delay in this legislation and why a federal act was needed.</p> <p>Have the pupils support the first specific objective of this unit in regard to one federal and one provincial power.</p> <p>Prepare a paragraph on the passage of a bill so that the pupils are required to arrange the sentences in the right order.</p> <p>Examine rules for parliamentary procedure. Conduct a parliamentary debate on the topic "Resolved: That there should be federal aid for education".</p>	

UNIT V

DEMOCRATIC GOVERNMENT

IN CANADA

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

- The Official Handbook
Canada, 1968, or current year

TEACHER:

- Canadian Democracy in Action*
Brown

Content	
B.	
1.	Local representation in federal and provincial governments. (I-250-251). <ol style="list-style-type: none">a. Representation by population.b. Electoral districts.c. Redistribution of seats.
2.	Sources of revenue (I-243-247). <ol style="list-style-type: none">a. Federal (direct and indirect taxes).<ol style="list-style-type: none">i. Income tax.ii. Corporation tax.iii. Inheritance tax.iv. Customs taxes.v. Excise taxes.b. Provincial (direct taxes).<ol style="list-style-type: none">i. Federal grants.ii. Automobile licenses.iii. Gasoline tax.iv. Amusement tax.v. Revenue from public lands.
3.	Business arising out of government--the work of the executive (I-252-254). <ol style="list-style-type: none">a. Prime Minister (or Premier) and cabinet.b. Departments--Civil Service.c. Administrative Boards.d. The Judiciary.e. Royal Commissions.
C.	
1.	Canada becomes a nation. (I-232-239; 247-248; 252). <ol style="list-style-type: none">a. Military government.b. Crown colony.c. Quebec Act.d. Constitutional Act.e. Durham Report.f. Act of Union.g. Responsible Government.h. Confederation.i. Statute of Westminster.j. Canada amends her constitution.

Suggested Treatment	Teacher's Notes
<p>Page 255 - 4.</p> <p>Find and learn the names of your local representative in the federal and provincial governments.</p> <p>Page 255 - 2.</p> <p>Make a circle graph showing the percentage of revenue which comes from each source.</p> <p>Prepare the class to conduct a parliamentary debate on the subject "The federal government should give greater aid to education".</p> <p>On a chart list the departments of the federal or provincial government with a few words on the work of each.</p> <p>Prepare and give a matching test on the work of the departments.</p> <p>Group A Page 255 - Test Your Understanding - 3, Vocabulary.</p> <p>Group B Page 255 - Map Exercises - 1, 2, 3, 4. Make a time line of the events in this sub-problem.</p> <p>Prepare and administer a test where each question requires to be answered in one complete sentence, so that pupils will test their knowledge of the sequence of events in this section.</p>	

UNIT SIX

OUR HOMES AND COMMUNITIES PROVIDE FOR MAN'S CULTURAL NEEDS

POINT OF VIEW

The pupil in studying Problem IV related the affected changes in our social living to the influences of modern industry. Emphasis was directed to the ways in which our homes and communities are meeting our physical and material needs. This unit proposes to make some differentiations between what may be termed "just" living or existing and "full or complete" living. It is intended to show that the art of true living exceeds the limits which satisfy the physical and material comforts of man. Avenues for self-expression must be provided through cultural enlightenment.

This unit may be introduced by the teacher presenting to the class a fine musical selection on the phonograph in order to stimulate a discussion on what we mean by the terms "beautiful" or "good". Another possible introduction would be a discussion on a beautiful scene or a masterpiece of art. From here the discussion could be expanded to include other fine arts such as literature and drama. Leading questions could now be, "Can man live by bread alone?" "What constitutes a full life?"

As the subject lies fully within the realm of meaningful experience of the student, emphasis on class discussion could be a logical development. Group activities and committee investigations could follow the suggested outlines.

REFERENCES

PRIMARY REFERENCE

Canada in the Western World, McDougall and Finn.

SECONDARY REFERENCE

The Official Handbook (*Canada*, 1968, or current year).

NOTES CONCERNING REFERENCES

In the grid, page references are given for the primary reference source named above:

1. *Canada in the Western World* E.g. (I--112-120).

SPECIFIC OBJECTIVES

UNDERSTANDINGS

The child should show that he has acquired the generalization that:

1. Learning is a never-ending process.
2. Social institutions such as the home, the school, and the church contribute to the development of the whole being.
3. The home and the community share the responsibility of satisfying man's cultural needs.
4. Man's need for religious expression must be satisfied.
5. The quality of man's culture is the measure of his civilization.

SKILLS, ABILITIES, HABITS

The child should show that he has acquired:

6. The skill to think clearly and independently in terms of aesthetic values.
7. The ability to use one or more of the recognized forms of artistic expression.

ATTITUDES

The child should show that he has acquired an attitude:

8. Of increasing tolerance towards religious and cultural differences.
9. Of greater general interest and curiosity in the fine arts of gracious living.
10. Of sincere appreciation for his cultural heritage.

SUGGESTED TIME--A maximum of two weeks.

OUR HOMES AND COMMUNITIES
PROVIDE FOR MAN'S
CULTURAL NEEDS

REFERENCES:

PRIMARY:

- I. *Canada in the Western World*
McDougall and Finn

SECONDARY:

- The Official Handbook
Canada, 1968, or current year

Content
<p>OVERVIEW.</p> <p>WHAT ARE MAN'S CULTURAL NEEDS?</p> <ol style="list-style-type: none"> 1. Appreciation of the beautiful and good. 2. Need for self expression. <p>A. HOW THE HOME BEGINS TO PROVIDE OPPORTUNITIES FOR AND DIRECTION TO CULTURAL APPRECIATION AND EXPRESSION. (I--359-360).</p> <ol style="list-style-type: none"> 1. Home environment created by parental influence. 2. Media--radio, musical instruments, books, magazines, and handicraft hobbies. 3. Provision by parents of money for lessons outside the home. 4. Encouragement in the home to make use of cultural facilities in the community. <p>B. HOW THE COMMUNITY EXPANDS THE OPPORTUNITIES FOR CULTURAL DEVELOPMENT. (I--350-366).</p> <ol style="list-style-type: none"> 1. The school through music, art, literature, drama, and industrial arts; the preparation and presentation of concerts, plays and programs; school fairs. 2. Other community agencies--church choirs, Young People's, Boy Scouts, Girl Guides, provincial musical festivals, museums.

OUR HOMES AND COMMUNITIES
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Content

- C. HOW PLEASURE AND HAPPINESS ARE EXPRESSED THROUGH THINGS BEAUTIFUL.
 - 1. Art.
 - 1. a. Design and color in the home, clothing and furnishings.
 - b. Functional art in modern industry.
 - c. Formal art in the community-- galleries, museums.
 - 2. Music.
 - a. Types of music.
 - b. Amateur and professional actors.
 - c. The theatre.
 - d. Drama festivals.
 - e. Motion pictures.
 - f. Radio and television drama.
 - 4. Literature.
 - a. Relation to the development of the theatre.
 - b. Books, magazines, newspapers.
 - c. Libraries.
- D. HOW FAITH AND PURPOSE ARE EXPRESSED THROUGH RELIGIOUS PRACTICES (I--366).
 - 1. Man's need for religious expression.
 - 2. Purpose and function of the church.
 - 3. Role of the home in regard to religion.
 - 4. Role of the community in regard to religion.
 - 5. Necessity for religious toleration in a democratic community.

Suggested Treatment	Teacher's Notes
<p>Group A</p> <p>Investigate and report on up-to-date home decorating and furnishings.</p> <p>Model or draw a home in a pleasing landscape.</p> <p>Report on a movie which is outstanding in musical or dramatic entertainment.</p> <p>Group B</p> <p>Discuss and classify the various types of music.</p> <p>Represent pictorially various types of architecture in present-day business plants and building structures.</p> <p>Make a report on the ideals and rules of conduct of a church organization to which you belong.</p> <p>On an outline map of the world indicate major regions dominated by a particular religion.</p> <p>Collect the notebooks of the pupils and evaluate them for interest and usefulness.</p>	

SUM

1.

PRIMARY REFEREN

Canada in the W
World Geography

SECONDARY REFER

The Official Ha . Order
direct fro
Living in our C n.
Building our Li
Living in the S
This is America
Across the Ages
Our Latin Ameri ng.
Discovering Geo

ATLASES

Classroom Atlas
Dent's Canadian
Modern Canadian ° pensive
paper-boun F255
Canadian Oxford School Atlas.

PERIODICALS

World Affairs (705 Yonge Street, Toronto 5, Ontario).
Junior Scholastic (351 Fourth Avenue, New York 10, N.Y.).

FILMS AND FILMSTRIPS

See the Film and Filmstrip Catalogs of the Audio-Visual Aids Branch Department of Education. Extra copies of Part One (Classified List) of the Film Catalog and of the Filmstrip Catalog can be procured by having the Principal write to the Audio-Visual Aids Branch. In these Catalogs films and filmstrips are listed for EACH UNIT in the Social Studies Junior High School program. A section also lists films and filmstrips for Language.

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Alberta. Dept. of Education.
Junior high school curriculum
guide for social studies. -
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